

ACADEMIC CATALOG & STUDENT HANDBOOK 2023 – 2024



LOGAN UNIVERSITY **LEADERS** *Made*

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INTRODUCTION & WELCOME

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 the Logan University [website](#).

WELCOME

Welcome to Logan University!

We are excited you have made the choice to join one of the leading academic institutions in chiropractic and health sciences. As a Logan student, you'll be exposed to world-

class instructors who are top leaders in their respective fields, a rigorous evidence-based curriculum, and a supportive community designed to shape you into confident and skilled graduates.

Our faculty are passionate about helping educate and empower 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.

Our programs and resources support students 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. You can also use this Handbook to familiarize

yourself with our resources, policies and procedures. These will guide you on a successful path during your time at Logan.

When you arrive on campus, you'll notice a sort of rallying cry that we've adopted at Logan. On banners, in hallways and across campus, you will see the words Leaders Made. It is

this mantra that drives our purpose in being a vital player in the future of health care. It is what differentiates us from our competitors. Furthermore, it is what unites our chiropractic and health sciences students and faculty who have a fundamental knowledge and understanding of the complexities of the human body.

Leaders Made is what Logan is all about.

On behalf of everyone at Logan University, welcome. I wish you great success in your upcoming academic journey and look forward to the opportunity to meet you!

Sincerely,



Clay McDonald, DC, MBA, JD President, Logan University



LOGAN
UNIVERSITY
LEADERS *Made*

MISSION, VISION, VALUES & PURPOSE STATEMENTS

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:

Dive**R**sity

Empathy

Students First

Positive Attitude

Evidence Informed Decision Making

Character/Integrity

Teamwork

INSTITUTIONAL LEARNING OUTCOMES:

1. Communication

Communicate meaningfully with different audiences through written and oral modes.

2. Higher Order Thinking

Integrate questioning, analysis, and reasoning to develop solutions to complex problems.

3. Managing Information

Use information from a multitude of sources to make informed decisions for self, for others, and with others.

4. Valuing

Make informed, service-orientated, and ethical decisions based on the complexities of human cultures.

COLLEGE OF CHIROPRACTIC PURPOSE STATEMENT:

The purpose of the College of Chiropractic is to prepare successful chiropractic primary care physicians to provide competent, comprehensive, patient-centered care with integrity.

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; and 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 website of the Higher Learning Commission (HLC), which authorizes Logan University to grant degrees at the bachelor's, master's, and doctoral 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 at Logan University is awarded programmatic accreditation by The Council on Chiropractic Education, 10105 E. Via Linda, Suite 103-3642, Scottsdale, AZ 85258-4321, Phone: (480) 443-8877, Website: www.cce-usa.org.

The Master of Science in Applied Nutrition and Dietetics 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.

MISSOURI HIGHER EDUCATION CORE TRANSFER CURRICULUM (CORE 42)

Logan University has signed as an independent institution beginning with the 2020-2021 academic year to participate in the Missouri Core Curriculum Transfer Act, also known as CORE 42. Core 42 is the general education framework for the lower-division courses recommended in all Missouri institutions to meet the basic competencies of Valuing, Managing Information, Communicating, and Higher-Order Thinking within the broad Knowledge Areas of Communications, Humanities & Fine Arts, Natural & Mathematical Sciences, and Social & Behavioral Sciences. By completing the courses at Logan University designated as part of the CORE 42, students are guaranteed to transfer those courses to all public and participating independent colleges and universities in Missouri. The MOTR logo will be next to courses approved for CORE 42.



LEARN MORE ABOUT LOGAN UNIVERSITY

STRATEGIC PLANNING AND CONTINUOUS IMPROVEMENT

As a member of the Baldrige community, Logan University is dedicated to 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 ensure 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. For students interested in our Chiropractic program, Logan offers a tour in the Simulation Lab and Anatomy Lab. This will allow students to get a first-hand view of Logan's force sensing tables as well as our state-of-the-art Anatomy Lab. Students will enjoy a lunch provided by Logan during their formal campus visit. Afterwards they will tour the campus, led by Admissions and Student Ambassadors when possible. At the end of the tour, the student will have time for a one-on-one meeting with an Admissions Coordinator and a Financial Aid Advisor. Applicants whose program requires an admissions interview can complete this during their visit.

DIVERSITY AND INCLUSION

Logan University strives to be an educational leader that is intentional about diversity and the development of an inclusive campus community. We acknowledge and understand that a culture of inclusion benefits all members of our campus community. Recognizing that cultural inclusion is integral to the promotion of health and wellness, students are expected to live our values, and respect the differences in human experience that enrich our institution.

Logan Diversity Officer:
Dr. Herbert Caldwell, EdD
Chief of Compliance & Engagement
1851 Schoettler Rd. Chesterfield, MO 63017
Herb.Caldwell@Logan.edu

NOTICE OF NONDISCRIMINATION

Logan University prohibits discrimination on the basis of race, color, national origin, sex, disability, age, sexual orientation, religion, gender, veteran status, gender identity and expression, pregnancy or related condition, and any other class of individuals protected under state and federal law. Prohibition of discrimination applies to all programs and aspects of the educational enterprise, including student admission and employment practices.

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 University Diversity Compliance Officer. 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

Students should contact:

Dr. Herbert Caldwell, EdD
Chief of Compliance & Engagement
1851 Schoettler Rd. Chesterfield, MO 63017
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. Any employee impaired by the use of a drug(s), controlled substance(s), or alcohol is refused access to the workplace and is not allowed to perform any duties or represent the University in any capacity, except on occasions when the consumption of alcoholic beverages in a social setting is authorized and sponsored by the university.

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:

- a. The right to inspect and review the student's education records.
- b. 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.
- c. 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.
- d. 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.
- e. 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:

- Financial records of the student's parents.
- Confidential letters and statements of recommendation for which the student has waived their right of inspection and review.
- Records connected with an application to attend Logan if the application was denied.
- 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:

- The student has an unpaid financial obligation to Logan.
- 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 their 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 their 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.

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 ADPs, 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

The following learning outcomes reflect the expectation of the program:

1. **COMMUNICATION** – exhibit verbal and written communication skills that promote integrative health care relationships.
2. **CRITICAL REASONING** – demonstrate critical reasoning framed by the principles of evidence-informed practice.
3. **PATIENT-CENTERED HEALTH CARE** – demonstrate appreciation of the needs and preferences of patients as individuals.
4. **PROFESSIONALISM** – demonstrate ethical and responsible health care and business practices.
5. **FUNDAMENTAL KNOWLEDGE AND SKILLS** – demonstrate knowledge and skills foundational to evidence-based, patient-centered health care.

CLINIC EXPERIENCE

Preparation for the clinical experience begins in trimester one. The chiropractic program incorporates hands-on practical training throughout the program.

In addition to the patient care and clinical training provided in the university's own clinics, students have opportunities to engage in external clinical rotations through affiliated sites. These include private practices, community clinics, Veteran Administration Medical Centers, Department of Defense hospitals, and collegiate athletic departments.

Logan University also may provide qualified students with opportunities to participate in international, clinical mission trips during some inter-trimester breaks.

Details about clinic expectations, requirements, policies, and procedures are contained in the clinic handbook and clinic course syllabi.

LICENSING BOARD EXAMINATIONS

The National Board of Chiropractic Examiners (NBCE) administers board examinations for United States jurisdictions. The NBCE coordinates all aspects of the exams including testing sites and schedules. Logan University participates with NBCE to serve as a test site. More information can be found at www.NBCE.org.

Canadian licensing examinations are conducted by the Canadian Chiropractic Examining Board (CCEB).

Logan University certifies students' eligibility to sit for various components of board examinations. For specific requirements by part, please see the eligibility criteria below. The application process is facilitated by the University Registrar's office to assure exam eligibility.

Passport-style photographs may be taken in the Logan Media Center for a nominal fee. Refer to board websites for specific information regarding application and fees.

Special Registration Note:

1. Applicants must be enrolled in a chiropractic college or be a graduate with a Doctor of Chiropractic degree to register for NBCE examinations.
2. Students on conduct or academic probation must petition in writing to the Dean of the College to be approved to sit for board examinations.

NBCE PART I

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

NBCE PART II

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

NBCE PART III

Students must successfully complete courses all through the end of trimester 7 with a passing grade and have a CGPA of 2.25 (2.0 for students matriculating prior to Fall 2017) or higher prior to taking Part III and must have passed Part I. Part III cannot be taken more than nine months prior to the student's expected graduation date.

NBCE PART IV

Students must successfully complete courses through the end of trimester 8 with a passing grade and have a CGPA of 2.25 (2.0 for students matriculating prior to Fall 2017) or higher prior to taking Part IV and must have passed Part I. Part IV cannot be taken more than six months prior to the student's expected graduation date.

NBCE Physiotherapy Examination

Students must successfully complete courses through the end of trimester 7 with a passing grade and have a CGPA of 2.25 (2.0 for students matriculating prior to Fall 2017) or higher prior to taking NBCE's Physiotherapy examination. The exam cannot be taken more than six months prior to the student's expected graduation date.

NBCE ACUPUNCTURE EXAMINATION

The NBCE's Acupuncture examination is an elective exam administered multiple times each year at computerized testing centers nationwide. Eligibility criteria and other details can be found at 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 states and/ or countries in which they plan to seek licensure to fully understand respective scopes of practice and requirements for licensure including educational criteria and any limitations based on criminal history or other background check results.

CHIROPRACTIC PROGRAM PROGRESSION MILESTONES

Students' progression in the Doctor of Chiropractic program is celebrated in three ceremonies: White Coat, Clinic Induction, and Commencement.

WHITE COAT CEREMONY

The White Coat Ceremony acknowledges new students' transition as student doctors in the Doctor of Chiropractic program, with associated expectations for professionalism. Students don new white coats and recite the White Coat Oath, signifying their acceptance of new duties and responsibilities.

CLINIC INDUCTION CEREMONY

At the beginning of Trimester 7, student doctors entering the patient care phase of training reaffirm their acceptance of professional responsibilities by reciting the Clinic Induction Oath.

In addition to successful completion of pre-clinic coursework in trimesters 1 through 6, a demonstrated record of professional behavior is required for entry to and progression through the clinical services components of the program. The Professional Standards & Promotions

Committee must certify, based on both academic performance and professional development, that the student is prepared for entry-level patient care experiences.

COMMENCEMENT CEREMONY

Graduation signifies a student's successful completion of the program. The commencement ceremony celebrates the conferral of the Doctor of Chiropractic degree and the beginning of graduates' lives as professionals.

Students are encouraged to participate in their commencement ceremony. However, it is understood that some circumstances may hinder a student's ability to attend. Therefore, the commencement ceremony for graduates is no longer mandatory.

GRADUATION REQUIREMENTS

Graduation from the Doctor of Chiropractic Program signifies that the student has achieved the program learning outcomes and all related course and graduation requirements. These include:

1. Successful completion of all core and elective course requirements.
2. Successful completion of the final four trimesters of the program at Logan University (for transfer students).
3. Successful demonstration of all required clinical competencies.
4. The Application to Graduate form must be completed no later than eight weeks prior to the end of the student's last trimester.

OPTIONAL CERTIFICATIONS

Through core and optional elective courses, Doctor of Chiropractic students may become eligible to earn certifications in:

1. Activator Technique Basic Scan
2. Active Release Technique (ART)
3. Acupuncture
4. Cox Flexion-Distraction Technique

5. Selective Functional Movement Assessment (SFMA)

ACADEMIC DEGREE PLAN DOCTOR OF CHIROPRACTIC

YEAR ONE

TRIMESTER 1 (24 Credits)

| Course Code | Course Description | Credits | Hours |
|-----------------|------------------------------|---------|-------|
| ANAT10101 | Anatomy 1 Lecture | 3 | 45 |
| ANAT10102 | Histology | 2 | 30 |
| ANAT1101 | 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 |
| Trimester Total | | 24 | 435 |

YEAR ONE continued

TRIMESTER 2 (26.5 Credits)

| Course Code | Course Description | Credits | Hours |
|-----------------|-------------------------|---------|-------|
| ANAT10202 | Anatomy 2 Lecture | 3 | 45 |
| ANAT11202 | 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 | Neuroanatomy 1 w/Lab | 3.5 | 60 |
| PSYO10202 | Physiology 1 | 4 | 60 |
| TECH1D201 | Diversified Technique 1 | 2.5 | 60 |
| Trimester Total | | 26.5 | 495 |

TRIMESTER 3 (30.5 Credits)

| Course Code | Course Description | Credits | Hours |
|------------------------|----------------------|-------------|------------|
| ANAT10303 | Anatomy 3 Lecture | 3 | 45 |
| ANAT1L303 | Anatomy 3 Lab | 1.5 | 45 |
| NEUR10302 | Neuroanatomy 2 w/Lab | 3 | 45 |
| PATH10301 | Pathology 1 | 4 | 60 |
| PYSO10303 | Physiology 2 | 4 | 60 |
| 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 |
| Trimester Total | | 30.5 | 540 |

YEAR TWO
TRIMESTER 4 (28.5 Credits)

| Course Code | Course Description | Credits | Hours |
|------------------------|-----------------------------------|-------------|------------|
| 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 (26 Credits)

| Course Code | Course Description | Credits | Hours |
|------------------------|------------------------------|-----------|------------|
| IDIS20501 | Internal Disorders 1 | 4 | 60 |
| LADX20501 | Lab Diagnosis | 2 | 30 |
| EENT20501 | EENT | 2 | 30 |
| PHDX20502 | Physical Diagnosis I | 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 | 2.5 | 60 |
| TECH2A502 | Activator Technique 2 | 0.5 | 15 |
| TECH2C501 | Correlative Tech 1 | 1.5 | 30 |
| TECH2B502 | Logan Basic Tech 2 | 2 | 45 |
| Trimester Total | | 26 | 480 |

TRIMESTER 6 (30.5 Credits)

| Course Code | Course Description | Credits | Hours |
|------------------------|------------------------------|-------------|------------|
| 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 II | 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 |
| 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)

| Course Code | Course Description | Credits | Hours |
|-----------------|-------------------------|---------|-------|
| BUSI30702 | Healthcare Accounting | 3 | 45 |
| CLIN30701 | 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 |
| **OPTELEC | Optional Elective | | |
| **OPTELEC | Optional Elective | | |
| **OPTELEC | Optional Elective | | |
| **OPTELEC | Optional Elective | | |
| **OPTELEC | Optional Elective | | |
| Trimester Total | | 22 | 480 |

TRIMESTER 8 (20.5 Credits + Required Elective Credits)

| Course Code | Course Description | Credits | Hours |
|-----------------|----------------------------|---------|-------|
| BMEC30801 | Advanced Biomechanics | 2.5 | 45 |
| BUSI30804 | Healthcare Economics | 3 | 45 |
| BUSI30806 | Office/Practice Management | 3 | 45 |
| CLIN30802 | 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 | Optional Elective | | |
| **OPTELEC | Optional Elective | | |
| **OPTELEC | Optional Elective | | |
| **OPTELEC | Optional Elective | | |
| **OPTELEC | Optional Elective | | |
| Trimester Total | | 20.5 | 465 |

TRIMESTER 9 (12 Credits + Required Elective Credits)

| Course Code | Course Description | Credits | Hours |
|-----------------|---------------------|---------|-------|
| BUSI30905 | HC Logistics | 3 | 45 |
| CLIN30903 | Clinic 3 | 8 | 375 |
| CLIN309R3 | Clinic Grand Rounds | 1 | 15 |
| **OPTELEC | Optional Elective | | |
| **OPTELEC | Optional Elective | | |
| **OPTELEC | Optional Elective | | |
| **OPTELEC | Optional Elective | | |
| **OPTELEC | Optional Elective | | |
| Trimester Total | | 12 | 435 |

YEAR FOUR

TRIMESTER 10 (12 Credits + Required Elective Credits)

| Course Code | Course Description | Credits | Hours |
|-----------------|---------------------|---------|-------|
| CLIN310C4 | Clinic Capstone | 3 | 45 |
| CLIN31004 | Clinic 4 | 8 | 375 |
| CLIN310R3 | Clinic Grand Rounds | 1 | 15 |
| **OPTELEC | Optional Elective | | |
| **OPTELEC | Optional Elective | | |
| **OPTELEC | Optional Elective | | |
| Trimester Total | | 12 | 435 |

PROGRAM TOTALS

Credit Hours

Required: 232.5**

Optional Electives: Varies

**Required successful completion of a minimum of 6 credits of electives.

Contact Hours

Required: 4,815 plus required elective credit

Optional Electives: Varies

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 to 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. Apply best practices in education to the development of quality learning experiences for adults.
6. Advance education practice through scholarly research.

GRADUATION REQUIREMENTS

- A 3.0 Cumulative Grade Point Average (CGPA) is required to graduate.
- Meet all standards of Satisfactory Academic Progress successfully.
- Defend a research proposal and final research project successfully to the doctoral research committee.

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. This will be sent to the student from the Office of the Registrar.

The Doctor of Health Professions Education program will not accept any incoming students beginning Fall 2023 and will teach out the remaining students who do not elect to switch to the Doctor of Education degree path.

ACADEMIC DEGREE PLAN

Program Total Credit Hour Requirements = 60

| Course Code | Course Description | Credits |
|--------------|--|---------|
| HLTE06101 | Issues in Health Professions Education | 3 |
| PSYH06101 | Learning Principles | 3 |
| HLTE06102 | Principles of Classroom Assessment & Evaluation for Health Professionals | 3 |
| PSYH06102 | Behavioral Theories in Education | 3 |
| HLTE06201 | Clinical Outcome Development and Performance Assessment | 3 |
| RMET07102 | Qualitative Research Methods | 3 |
| HLTE06202 | Education Technology in the Classroom | 2 |
| *HLTE07101 | Curriculum Development and Evaluation for Health Professionals | 3 |
| MATH06101 | Statistics | 3 |
| PSYH06103 | Cognitive Psychology and Instruction | 3 |
| HLTE07102 | Instructional Design | 3 |
| *RMET07103 | Quantitative Research Methods | 3 |
| HLTE07201 | Diversity in Education | 2 |
| HLTE07202 | Introduction to Proposal Writing | 3 |
| *HLTS07101 | Fundamentals of Program Development | 3 |
| HLTM07101 | Organizational Change and Development | 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 |
| HLTS07201 | Leadership | 3 |
| *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 not be on academic probation at the start of this course.) | 2 |

| Course Code | Course Description | Credits |
|----------------------|---|-----------|
| ***HLTE08103 | Independent Study (Successful completion of > 20 credit hours of the DHPE curriculum. Course is required for ARP continuation beyond HLTE08102 Applied Research Project B or overall credit deficits. Students must not be on academic probation at the start of this course.) | 1 – 3 |
| Total Credits | | 60 |

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

****Indicates a course requiring the Program Director's approval; check with Academic Success Coach (ASC)

DOCTOR OF EDUCATION (ONLINE)

PROGRAM LEARNING OUTCOMES

1. Use communication skills that result in effective information exchange.
2. Apply core health professions education competencies to 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. Apply best practices in education to the development of quality learning experiences for adults.
6. Advance education practice through scholarly research.

GRADUATION REQUIREMENTS

- A 3.0 Cumulative Grade Point Average (CGPA) is required to graduate.
- Meet all standards of Satisfactory Academic Progress successfully.
- Defend a research proposal and final research project successfully to the doctoral research committee.

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. This will be sent to the student from the Office of the Registrar.

ACADEMIC DEGREE PLAN

Program Total Credit Hour Requirements = 60

| Course Code | Course Description | Credits |
|-------------|--|---------|
| HLTE06101 | Issues in Health Professions Education | 3 |
| PSYH06101 | Learning Principles | 3 |
| HLTE06102 | Principles of Classroom Assessment & Evaluation for Health Professionals | 3 |
| PSYH06102 | Behavioral Theories in Education | 3 |

| Course Code | Course Description | Credits |
|----------------------|--|-----------|
| HLTE06201 | Clinical Outcome Development and Performance Assessment | 3 |
| RMET07102 | Qualitative Research Methods | 3 |
| HLTE06202 | Education Technology in the Classroom | 2 |
| *HLTE07101 | Curriculum Development and Evaluation for Health Professionals | 3 |
| MATH06101 | Statistics | 3 |
| PSYH06103 | Cognitive Psychology and Instruction | 3 |
| HLTE07102 | Instructional Design | 3 |
| *RMET07103 | Quantitative Research Methods | 3 |
| HLTE07201 | Diversity in Education | 2 |
| HLTE07202 | Introduction to Proposal Writing | 3 |
| *HLTS07101 | Fundamentals of Program Development | 3 |
| HLTM07101 | Organizational Change and Development | 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 EdD curriculum, including the successful completion of HLTE07102 Instructional Design. Students must not be on academic probation at the start of this course.) | 2 |
| HLTS07201 | Leadership | 3 |
| *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 not be on academic probation at the start of this course.) | 2 |
| ****HLTE08103 | Independent Study (Successful completion of > 20 credit hours of the EdD curriculum. Course is required for ARP continuation beyond HLTE08102 Applied Research Project B or overall credit deficits. Students must not be on academic probation at the start of this course.) | 1 – 3 |
| Total Credits | | 60 |

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

****Indicates a course requiring the Program Director's approval; check with Academic Success Coach (ASC)

MASTER OF SCIENCE IN HEALTH INFORMATICS (ONLINE)

PROGRAM LEARNING OUTCOMES

1. Communicate professionally and skillfully.
2. Solve problems through higher order thinking.
3. Examine information from a multitude of sources to make informed decisions.
4. Demonstrate ethical principles and incorporate the values of discipline.
5. Employ appropriate leadership behaviors that influence others in reaching common goals.
6. Develop collaborative relationships with other professions and stakeholders to solve complex health and health information problems.

GRADUATION REQUIREMENTS

1. A 3.0 Cumulative Grade Point Average (CGPA) is required for graduation.
2. Meet all standards of Satisfactory Academic Progress successfully.

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. This will be sent to the student from the Office of the Registrar.

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

Program Total Credit Hour Requirements = 36

CORE COURSES (24 CREDIT HOURS)

| Course Code | Course Description | Credits |
|---------------|--|---------|
| HLTS05101 | Introduction to Health Informatics and Technology | 3 |
| HLTM05203 | Business and Financial Skills for Health Informatics Professionals | 3 |
| HLTI05101 | Information Systems Management | 3 |
| HLTI05102 | Systems Analysis and Design | 3 |
| HLTI06102 | Leadership Skills for Health Informatics Professionals | 3 |
| HLTI05202 | Legal and Ethical Issues in Health Informatics | 3 |
| HLTM05202 | Project Management | 3 |
| RMET05101 | Research Methods in Healthcare | 3 |
| Total Credits | | 24 |

Choose one of the 3 tracks listed below:

HEALTHCARE LEADERSHIP (12 CREDIT HOURS) CHOOSE 3 + CAPS08106

| Course Code | Course Description | Credits |
|---------------|--|---------|
| HLTI05201 | Data Management in Healthcare | 3 |
| HLTM06100 | Informatics, Quality, and Strategy in HealthCare Organizations | 3 |
| HLTM07101 | Organizational Change and Development | 3 |
| HLTI05103 | Consumer Health Informatics | 3 |
| CAPS08106 | Professional Track | 3 |
| Total Credits | | 12 |

DATA ANALYTICS (12 CREDIT HOURS) CHOOSE 3 + CAPS08106

| Course Code | Course Description | Credits |
|---------------|---|---------|
| HLTI05201 | Data Management in Healthcare | 3 |
| HLTI06200 | Programming for Health Data Analytics | 3 |
| HLTI06201 | Mining, Modeling, and Machine Learning | 3 |
| HLTI06202 | Information Design and Visual Analytics | 3 |
| CAPS08106 | Professional Track | 3 |
| Total Credits | | 12 |

APPLIED INFORMATICS (12 CREDIT HOURS)
CHOOSE 3 + CAPS08106

| Course Code | Course Description | Credits |
|----------------------|--|-----------|
| HLTI05201 | Data Management in Healthcare | 3 |
| HLTM05201 | Operations in Healthcare Organizations | 3 |
| HLTI05103 | Consumer Health Informatics | 3 |
| HLTS06100 | Healthcare Economics | 3 |
| HLTS06106 | Healthcare Policy | 3 |
| HLTI05300 | End User Information Systems | 3 |
| CAPS08106 | 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 | | 12 |

MASTER OF SCIENCE IN NUTRITION AND HUMAN PERFORMANCE (ONLINE)
PROGRAM LEARNING OUTCOMES (ALL CONCENTRATIONS)

1. **COMMUNICATION:** Demonstrate effective communication skills and techniques.
2. **HIGHER ORDER THINKING:** Evaluate the dynamic nature of nutrition that influences metabolism.
3. **MANAGING INFORMATION:** Integrate evidence-based research information.
4. **VALUING:** Develop nutrition information to benefit individuals, societies, and special populations.

GRADUATION REQUIREMENTS

1. A 3.0 Cumulative Grade Point Average (CGPA) is required.
2. Meet all standards of Satisfactory Academic Progress.

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. This will be sent to the student from the Office of the Registrar.

ACADEMIC DEGREE PLAN MASTER OF SCIENCE IN NUTRITION AND HUMAN PERFORMANCE

Program Total Credit Hour Requirements =
36 – 39

CORE COURSES (24 CREDIT HOURS)

| Course Code | Course Description | Credits |
|-------------|--|---------|
| NUTR05202 | Lifecycle Nutrition | 3 |
| NUTR06201 | Nutritional Science | 3 |
| NUTR06104 | Clinical Nutrition in Human Systems I (Pre-req NUTR06201) | 3 |
| NUTR06202 | Clinical Nutrition in Human Systems II (Pre-req NUTR06104) | 3 |
| NUTR06102 | Natural Therapies: Herbology and Detox | 3 |
| RMET05301 | Nutrigenetics and Nutrigenomics | 3 |
| RMET05101 | Research Methods in | 3 |

| Course Code | Course Description | Credits |
|---------------|---|---------|
| | Healthcare | |
| NUTR06204 | Nutrition Epidemiology & Health Promotion (Pre-req NUTR06104) | 3 |
| Total Credits | | 24 |

Choose one of the Following Listed Tracks:

INTEGRATIVE NUTRITION & PRACTICE (13 CREDIT HOURS) (DC)

| Course Code | Course Description | Credits |
|---------------|---|---------|
| IDIS20501 | Internal Disorders I | 4 |
| PSYH30701 | Clinical Psychology | 3 |
| NUTR05104 | Gut Microbiome, Nutrition, & Behavior | 3 |
| CAPS08105 | Professional Track (must be taken DC Tri 10 or after its successful completion) | 3 |
| Total Credits | | 13 |

INTEGRATIVE NUTRITION & PRACTICE (15 CREDIT HOURS) (OTHER PROFESSIONAL DEGREE)

| Course Code | Course Description | Credits |
|---------------|---------------------------------------|---------|
| | Course Transfer #1 | 3 |
| | Course Transfer #2 | 3 |
| | Course Transfer #3 | 3 |
| NUTR05104 | Gut Microbiome, Nutrition, & Behavior | 3 |
| CAPS08105 | Professional Track | 3 |
| Total Credits | | 15 |

CERTIFIED NUTRITION SPECIALIST (TBD credit hours)

| Course Code | Course Description | Credits |
|---------------|--|---------|
| NUTR05471 | Motivation Interviewing and Counseling | 3 |
| NUTR06504 | Vitamin and Mineral Metabolism | 3 |
| NUTR08105 | Internship 1 (includes Supervised practice experience requirement) | TBD |
| NUTR08106 | Internship 2 (includes supervised practice experience requirement) | TBD |
| Total Credits | | TBD |

NUTRITIONAL WELLNESS – CHOOSE 3 COURSES PLUS THE APPLICABLE CAPSTONE (12-15 CREDIT HOURS)

| Course Code | Course Description | Credits |
|---------------|---|---------|
| NUTR05103 | Nutrition & Physical Performance | 3 |
| NUTR05201 | Survey of Sustainable Food Systems | 3 |
| HLTS06103 | Program Planning & Assessment | 3 |
| NUTR06203 | Nutrition in Pain and Inflammation | 3 |
| NUTR06301 | Geriatric Nutrition | 3 |
| NUTR05104 | Gut Microbiome, Nutrition, & Behavior | 3 |
| NUTR08103 | Thesis (3) & MATH 06101 Statistics (3) or | 6 |
| NUTR08101 | Internship or | 6 |
| CAPS08105 | Professional Track | 3 |
| Total Credits | | 12 – 15 |

SPORTS & FITNESS NUTRITION - CHOOSE 3 COURSES PLUS THE APPLICABLE CAPSTONE 12-15 CREDIT HOURS)

| Course Code | Course Description | Credits |
|---------------|---|---------|
| NUTR05103 | Nutrition & Physical Performance | 3 |
| PSYH06202 | Psychology of the Athlete | 3 |
| NUTR06101 | Nutritional Assessment of Athletes | 3 |
| NUTR06203 | Nutrition in Pain and Inflammation | 3 |
| NUTR05104 | Gut Microbiome, Nutrition, & Behavior | 3 |
| NUTR08103 | Thesis (3) & MATH 06101 Statistics (3) or | 6 |
| NUTR08101 | Internship or | 6 |
| CAPS08105 | Professional Track | 3 |
| Total Credits | | 12 – 15 |

CAPS08105, 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 prerequisites, co-requisites, and general advising, contact your Academic Success Coach (ASC).

MASTER OF SCIENCE IN APPLIED NUTRITION AND DIETETICS (ONLINE AND HYBRID)

PROGRAM LEARNING OUTCOMES

1. Demonstrate professional behaviors and effective communication in all nutrition services.
2. Apply foundational sciences to meet the nutritional needs of individuals, groups, and populations in a variety of settings.
3. Integrate person-centered, evidence-informed care and critical thinking into dietetics practice.
4. Exhibit leadership and management skills to guide dietetics practice and achieve operational goals.

GOAL 1: The MSAND program will prepare graduates to become competent entry-level registered dietitian nutritionists.

Objective 1.1. At least 80% of program graduates complete program/degree requirements within 3 years (150% of the program length).

Objective 1.2. At least 80% of program graduates take the Commission on Dietetics Registration (CDR) credentialing exam for dietitian nutritionists within 12 months of program completion.

Objective 1.3. The program's one-year pass rate (graduates who pass the registration exam within one year of first attempt) on the CDR credentialing exam for dietitian nutritionists is at least 80%.

Objective 1.4. Of graduates who seek employment, at least 90% are employed in nutrition and dietetics or related fields within 12 months of graduation.

GOAL 2: Graduates of the MSAND program will be prepared to practice as members of an interprofessional team and provide evidence-informed, culturally competent care.

Objective 2.1. Of employed MSAND graduates who respond to a survey, at least 80% will rate themselves as adequately prepared or very well prepared to practice as part of an interprofessional team.

Objectives 2.2. Of employers responding to a survey, at least 80% will rate their satisfaction as satisfied or highly satisfied with the program graduate demonstrating culturally competent nutrition services.

Objective 2.3. Of employers responding to a survey, at least 80% will rate their satisfaction as satisfied or highly satisfied with the program graduate demonstrating evidence-informed nutrition services.

COMPLETION REQUIREMENTS

To receive the Master of Science degree in Applied Nutrition and Dietetics and a Verification Statement in order to sit for the National Dietitian Registration Exam, students must do the following:

- Successfully complete all required coursework with a cumulative grade point average (CGPA) of 3.0 or higher on a 4.0 scale.
- Successfully complete supervised experiential learning rotations, hours, and competencies (students must earn a B or better on assignments within courses to demonstrate competency).
- Successfully earn a B or better in all courses.
- Complete all program requirements within five years.

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. This will be sent to the student from the Office of the Registrar.

OPTIONAL CERTIFICATIONS

Logan University's Applied Nutrition and Dietetics 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). NCB 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.

ACADEMIC DEGREE PLAN MASTER OF SCIENCE IN APPLIED NUTRITION AND DIETETICS (ONLINE AND HYBRID)

Program Total Credit Hour Requirements = 42

CORE COURSES (32 CREDIT HOURS)

| Course Code | Course Description | Credits |
|----------------------|---|-----------|
| NUTR05202 | Lifecycle Nutrition | 3 |
| NUTR06201 | Nutritional Science | 3 |
| NUTR06104 | Clinical Nutrition in Human Systems I | 3 |
| RDSL06104 | Clinical Nutrition Lab | 1 |
| NUTR06102 | Natural Therapies: Herbology and Detox | 3 |
| RMET05301 | Nutrigenetics and Nutrigenomics | 3 |
| RDSL06202 | Medical Nutrition Therapy Lab | 2 |
| RMET05101 | Research Methods in Healthcare | 3 |
| NUTR06204 | Nutrition Epidemiology and Health Promotion | 3 |
| NUTR06301 | Geriatric Nutrition | 3 |
| NUTR05104 | Gut Microbiome, Nutrition, and Behavior | 3 |
| RDSL06105 | Food Science and Management Lab | 2 |
| Total Credits | | 32 |

SUPERVISED PRACTICE (10 CREDIT HOURS)

| Course Code | Course Description | Credits |
|----------------------|-------------------------------------|-----------|
| RDSL08201 | Supervised Experiential Learning I | 5 |
| RDSL08202 | Supervised Experiential Learning II | 5 |
| Total Credits | | 10 |

SUPERVISED EXPERIENTIAL LEARNING

Medical Insurance is the student's responsibility while participating in supervised experiential learning. Supervised experiential learning sites must make emergency medical care available to students who may become ill or injured while at the site. There may be fees for these services, dependent upon the nature of the illness or injury.

Information is available through the Office of Student Affairs on policies currently available for student purchase. The Office of Student Affairs will provide the pamphlets and requested information but assumes no other responsibility. For more information on insurance, please visit the Logan website within the Student Affairs section as well as a quick link on the main website page. Reports of claims are made directly to the insurance company.

Professional liability insurance is required and provided by Logan University for all students at no cost. Professional liability must be renewed annually. The purpose is to protect the student against liability for any damages arising out of negligent acts, errors, or omissions in connection with the student's performance to meet supervised experiential learning requirements.

Uninterrupted automobile coverage is required. The program assumes no liability in this area. Students must provide proof of automobile insurance coverage at least four weeks prior to the start of any supervised practice experience/rotation.

Failure to maintain uninterrupted automobile insurance will result in program suspension; no supervised practice experiences/rotations can be completed without proof of automobile insurance.

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

PROGRAM LEARNING OUTCOMES

1. Evaluate neuro-muscular skeletal anatomy that influences 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

- Maintain a 3.0 Cumulative Grade Point Average.
- Maintain Satisfactory Academic Progress.

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. This will be sent to the student from the Office of the Registrar.

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

- 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 (ICCS)

ACADEMIC DEGREE PLAN MASTER OF SCIENCE IN SPORTS SCIENCE AND REHABILITATION

Program Total Credit Hour Requirements =
37 – 38

CORE COURSES (22 CREDIT HOURS)

| Course Code | Course Description | Credits |
|---------------|---------------------------------------|---------|
| ANAT06201 | Anatomy of Human Motion Lecture | 3 |
| ANAT062L1 | Anatomy of Human Prosection | 1 |
| BMEC05103 | Biomechanics | 3 |
| PSYH06202 | Psychology of the Athlete | 3 |
| NUTR05103 | Nutrition & Physical Performance | 3 |
| ECAD06301 | Exercise/Cardiorespiratory Physiology | 3 |
| RMET05101 | Research Methods in Healthcare | 3 |
| PSTH05101 | Principles of Physical Therapy | 3 |
| Total Credits | | 22 |

ELECTIVES (9 CREDIT HOURS REQUIRED)

| Course Code | Course Description | Credits |
|---------------|--|---------|
| PRAC07301 | Sports & Exercise Science Practicum | 3 |
| PRAC07302 | Sports & Emergency Care Practicum | 3 |
| PRAC070L302 | Sports & Emergency Care Practicum LAB (required for those DC students pursuing the CCSP certification) | 1 |
| PRAC07303 | Exercise Testing & Prescription Practicum | 3 |
| PRAC07304 | Active & Passive Upper Extremity Rehabilitation | 3 |
| PRAC07305 | Active & Passive Lower Extremity Rehabilitation | 3 |
| EXER07304 | Exercise Prescription for Special Populations | 3 |
| Total Credits | | 9 |

INTERNSHIP (6 CREDIT HOURS)

| Course Code | Course Description | Credits |
|---------------|---|---------|
| SPSR08101 | 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 |

MASTER OF SCIENCE IN STRENGTH AND CONDITIONING (ONLINE)

This program is an athletic performance-based program that aims to produce qualified and educated Strength and Conditioning Coaches who obtain the NSCA Certified Strength and Conditioning Specialist (CSCS). Graduates are prepared to apply scientific knowledge to train athletes for the primary goal of improving athletic performance and can successfully conduct sport-specific testing sessions, develop, and implement safe and effective strength training and conditioning programs, and provide guidance regarding nutrition and injury prevention.

PROGRAM LEARNING OUTCOMES

1. Develop and implement exercise programs to support and enhance athletic performance.
2. Recognize deficits in athletic performance to evolve and modify strength and conditioning programming.
3. Employ Scientific literacy to construct needs analysis for optimal sport-specific programming.
4. Demonstrate effective communication skills to reinforce positive motivation, offer instructional feedback for lifts and exercises, and provide nutritional guidelines for athletes.
5. Assess biomechanical movement patterns and interpret physiological adaptations to resistance training and exercise.

GRADUATION REQUIREMENTS

Maintain a 3.0 cumulative Grade Point Average. Maintain Satisfactory Academic Progress. 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. This will be sent to the student from the Office of the Registrar.

OPTIONAL CERTIFICATION

The National Strength and Conditioning Association offers the opportunity to complete the Certified Strength and Conditioning Specialist (CSCS) certification.

ACADEMIC DEGREE PLAN MASTER OF SCIENCE IN STRENGTH AND CONDITIONING

Program Total Credit Hour Requirements = 42

CORE COURSES (30 CREDIT HOURS)

| Course Code | Course Description | Credits |
|---------------|--|---------|
| STRC500 | Human Anatomy and Physiology | 3 |
| STRC510 | Psychology of Sport & Exercise | 3 |
| STRC520 | Sports Nutrition | 3 |
| STRC550 | Biomechanics | 3 |
| STRC570 | Exercise Physiology | 3 |
| STRC600 | Scientific Principles of Strength & Conditioning | 3 |
| STRC630 | Resistance Training and Conditioning | 3 |
| STRC640 | Exercises Testing & Prescription with Emphasis in Anaerobic Exercise | 3 |
| STRC650 | Program Design in Strength and Conditioning | 3 |
| STRC670 | Program Organization, Administration & Oversight | 3 |
| Total Credits | | 30 |

INTERNSHIP (12 CREDIT HOURS)

| Course Code | Course Description | Credits |
|---------------|--------------------|---------|
| STRC690 | Field Experience I | 6 |
| STRC691 | Field Experience I | 6 |
| Total Credits | | 12 |

MASTER OF SCIENCE IN INTEGRATIVE PEDIATRICS (ONLINE AND HYBRID)

PROGRAM OUTCOMES

1. Clinical Competency in Chiropractic Pediatrics: Demonstrate knowledge and skills to diagnose, manage, and treat pediatric patients safely and effectively using best evidence.
2. People-Centered Health Care: Implement respectful, empathetic, and inclusive people-centered care with all stakeholders.
3. Communication: Exhibit fluency in communication with pediatric patients, their caregivers, and other stakeholders.
4. Professionalism: Employ responsible behavior and ethical principles in all endeavors related to the specialty of pediatric chiropractic.

GRADUATION REQUIREMENTS

1. A 3.0 Cumulative Grade Point Average (CGPA) is required for graduation.
2. Meet all standards of Satisfactory Academic Progress successfully.

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. This will be sent to the student from the Office of the Registrar.

ACADEMIC DEGREE PLAN

Please see the Master of Science in Integrative Pediatrics Program Guide at www.logan.edu for the Academic Degree Plan and additional program information.

ACADEMIC DEGREE PLAN MASTER OF SCIENCE IN INTEGRATIVE PEDIATRICS (ONLINE AND HYBRID)

Program Total Credit Hour Requirements = 36

YEAR ONE

YEAR ONE (TRIMESTER 1) (6 credit hours)

| Code Core | Course Description | Credit(s) |
|---------------|---|-----------|
| PEDS510 | Fundamentals of Chiropractic Pediatrics | 1 |
| PEDS520 | Pediatric Development | 2 |
| PEDS530 | Pediatric Diagnostic Imaging | 3 |
| Total Credits | | 6 |

YEAR ONE (TRIMESTER 2) (6 credit hours)

| Code Core | Course Description | Credit(s) |
|---------------|---|-----------|
| PEDS540 | Examination of the Pediatric Patient | 1 |
| PEDS550 | Pediatric Technique 1 (PedTRA Session 1 required)** | 2 |
| PEDS560 | Pediatric Neurology | 3 |
| Total Credits | | 6 |

YEAR ONE (TRIMESTER 3) (6 credit hours)

| Code Core | Course Description | Credit(s) |
|---------------|--------------------------------------|-----------|
| PEDS570 | Pediatric Case Management 1 | 3 |
| PEDS580 | Evidence-Informed Pediatric Practice | 3 |
| Total Credits | | 6 |

YEAR TWO

YEAR TWO (TRIMESTER 4) (6 credit hours)

| Code Core | Course Description | Credit(s) |
|---------------|-----------------------------|-----------|
| PEDS610 | Pediatric Case Management 2 | 3 |
| PEDS620 | Pediatric Nutrition | 3 |
| Total Credits | | 6 |

YEAR TWO (TRIMESTER 5) (6 credit hours)

| Code Core | Course Description | Credit(s) |
|---------------|---|-----------|
| PEDS630 | Pediatric Case Management 3 | 3 |
| PEDS640 | Pediatric Technique 2 (PedTRA Session 2 required)** | 3 |
| Total Credits | | 6 |

YEAR TWO (TRIMESTER 6) (6 credit hours)

| Code Core | Course Description | Credit(s) |
|---------------|------------------------------------|-----------|
| PEDS650 | Pediatric Public Health | 3 |
| PEDS660 | Advanced Pediatric Case Management | 2 |
| PEDS670 | Advanced Pediatric Practice | 1 |
| Total Credits | | 6 |

* Successful completion of all courses and PedTRA sessions are required for graduation.

*Courses are not offered every term, so the lack of successful completion of any course and/or PedTRA sessions will delay degree completion.

**See the 2023-2024 Program Guide for additional information regarding PedTRA sessions.

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 decisions.
4. Assess social and behavioral factors that impact human health.
5. Examine the major concepts in human biology.

PROGRAM LEARNING OUTCOMES LIFE SCIENCE

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. Assess social and behavioral factors that impact human health.
5. Examine the major concepts in human biology.

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 that 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

- Complete all coursework as required with a D or higher.
- Maintain a 2.0 Cumulative Grade Point Average.
- Maintain Satisfactory Academic Progress.

LIFE SCIENCE

- Complete all undergraduate coursework as required with a D or higher and all Doctor of Chiropractic course work with a C or higher.
- Maintain a 2.25 Cumulative Grade Point Average (CGPA).
- Maintain Satisfactory Academic Progress.

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. This will be sent to the student from the Office of the Registrar.

HUMAN BIOLOGY ACADEMIC DEGREE PLAN

Program Total Credit Hour Requirements = 122

GENERAL EDUCATION COURSES TRANSFER (53 CREDIT HOURS)

| Course Code | Course Description | Credits |
|-------------|---|-------------|
| | Mathematics *pre-requisites for some core courses, check the course catalog | 6 hrs total |
| *MATH01102 | College Algebra or higher | 3 |
| | *Mathematics (Statistics or equiv.) | 3 |
| | English/Communications | 9 hrs 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 hrs total |
| | 100 level or higher | 3 |

| Course Code | Course Description | Credits |
|---------------|--|--------------|
| | 100 level or higher | 3 |
| | 100 level or higher (must be different discipline than other two courses) | 3 |
| | Humanities and Fine Arts | 9 hrs 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 *pre-requisites for some core courses, check the course catalog | 8 hrs total |
| *CHEM01101 | General Chemistry I | 3 |
| *CHEM01101 | General Chemistry I lab | 1 |
| *BIOL01111 | General Biology I | 3 |
| *BIOL01111 | General Biology I lab | 1 |
| | Electives | 12 hrs total |
| | Elective #1 | 3 |
| | Elective #2 | 3 |
| | Elective #3 | 3 |
| | Elective #4 | 3 |
| Total Credits | | 53 |

INTEGRATED HEALTH COURSES (3 CREDIT HOURS)

| Course Code | Course Description | Credits |
|---------------|---------------------|---------|
| MEDT01101 | Medical Terminology | 3 |
| Total Credits | | 3 |

Upper Division Courses

HUMAN BIOLOGY CORE COURSES (66 CREDIT HOURS)** Must take pre-requisite course first

| Course Code | Course Description | Credits |
|-------------|--------------------------|---------|
| **BIOL01112 | General Biology II | 3 |
| **BIOL01112 | General Biology II Lab | 1 |
| **CHEM01102 | General Chemistry II | 3 |
| **CHEM01102 | General Chemistry II Lab | 1 |
| **CHEM02201 | Organic Chemistry I | 3 |
| **CHEM01201 | Organic Chemistry I Lab | 1 |
| **CHEM02202 | Organic Chemistry II | 3 |
| **CHEM01202 | Organic Chemistry II Lab | 1 |
| **PHYS01101 | Physics I | 3 |
| **PHYS01101 | Physics I Lab | 1 |

| Course Code | Course Description | Credits |
|----------------------|-------------------------------|-----------|
| **PHYS01102 | Physics II | 3 |
| **PHYS01102 | Physics II Lab | 1 |
| **ANAT03101 | Anatomy & Physiology I | 3 |
| **ANAT01101 | Anatomy & Physiology I Lab | 1 |
| **BIOL03102 | Cell Biology | 3 |
| PUBH01101 | Introduction to Public Health | 3 |
| **ANAT03201 | Anatomy & Physiology II | 3 |
| **ANAT01201 | Anatomy & Physiology II Lab | 1 |
| **MICR03101 | Microbiology I | 3 |
| **MICR01101 | Microbiology I Lab | 1 |
| **BCHM03101 | Biochemistry I | 3 |
| **BCHM01101 | Biochemistry I Lab | 1 |
| **MICR04201 | Microbiology II | 3 |
| **MICR01201 | Microbiology II Lab | 1 |
| **BCHM04201 | Biochemistry II | 3 |
| **BCHM01201 | Biochemistry II Lab | 1 |
| **MATH03101 | Biostatistics | 3 |
| **BIOL04101 | Genetics | 3 |
| **BIOL04102 | Immunology | 3 |
| | Capstone: | 3 |
| CAPS04101 | Health Science Capstone | 3 |
| Total Credits | | 66 |

PROGRAM CREDIT HOURS

| Course Code | Course Description | Credits |
|----------------------|---------------------------|------------|
| | General Education Courses | 53 |
| | Integrated Health Courses | 3 |
| | Lower Division Totals | 56 |
| | Upper Division Courses | 66 |
| Total Credits | | 122 |

LIFE SCIENCES ACADEMIC DEGREE PLAN

Program Total Credit Hour Requirements = 120

GENERAL EDUCATION COURSES TRANSFER (53 CREDIT HOURS)

| Course Code | Course Description | Credits |
|-------------|---|-------------|
| | Mathematics *pre-requisites for some core courses, check the course catalog | 6 hrs total |
| | College Algebra or higher | 3 |
| | *Mathematics (Statistics or equiv.) | 3 |
| | English/Communications | 9 hrs total |

| Course Code | Course Description | Credits |
|----------------------|--|--------------|
| | 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 hrs 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 hrs 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 *pre-requisites for some core courses, check the course catalog | 8 hrs total |
| *CHEM01101 | General Chemistry I | 3 |
| *CHEM01101 | General Chemistry I lab | 1 |
| *BIOL01111 | General Biology I | 3 |
| *BIOL01111 | General Biology I lab | 1 |
| | Electives | 12 hrs total |
| | Elective #1 | 3 |
| | Elective #2 | 3 |
| | Elective #3 | 3 |
| | Elective #4 | 3 |
| Total Credits | | 53 |

INTEGRATED HEALTH COURSES (3 CREDIT HOURS)

| Course Code | Course Description | Credits |
|----------------------|---------------------|----------|
| MEDT01101 | Medical Terminology | 3 |
| Total Credits | | 3 |

HUMAN BIOLOGY CORE COURSES (64 CREDIT HOURS) ** Must take pre-requisite course first

| Course Code | Course Description | Credits |
|-------------|--------------------------|---------|
| **BIOL01112 | General Biology II | 3 |
| **BIOL01112 | General Biology II Lab | 1 |
| **CHEM01102 | General Chemistry II | 3 |
| **CHEM01102 | General Chemistry II Lab | 1 |
| **CHEM02201 | Organic Chemistry I | 3 |
| **CHEM01201 | Organic Chemistry I Lab | 1 |

| Course Code | Course Description | Credits |
|----------------------|-------------------------------------|-----------|
| **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 |
| PUBH01101 | 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 | 4 |
| BCHM10302 | Biochemistry II | 4 |
| MICR10302 | Microbiology II | 4 |
| Total Credits | | 64 |

PROGRAM CREDIT HOURS

| Course Code | Course Description | Credits |
|----------------------|-------------------------------|------------|
| | General Education Courses | 53 |
| | Integrated Health Courses | 3 |
| | Lower Division Totals | 56 |
| | Upper Division Courses | 64 |
| Total Credits | | 120 |

COURSE DESCRIPTIONS – ALL PROGRAMS

Course descriptions for courses in each of the Academic Degree Plan(s) are listed below.

- Doctor of Chiropractic (DC)
- Doctor of Health Professions Education (DHPE)/ Doctor of Education (EdD)
- Master of Science Health Informatics (MS)
- Master of Science Nutrition and Human Performance (MS)
- Master of Science in Applied Nutrition and Dietetics (MS)
- Master of Science Sports Science and Rehabilitation (MS)
- Master of Science in Strength and Conditioning (MS)
- Master of Science in Integrative Pediatrics (MS)
- Undergraduate Course Work, Bachelor of Science (BS) – all majors and delivery types (BS)

DOCTOR OF CHIROPRACTIC COURSE DESCRIPTIONS

ANAT10101 Anatomy I (3)

This course is a detailed study of the anatomy and functions of the musculoskeletal system of the human body. The approach will be regional in nature, with units pertaining to the back, posterior neck, upper and lower extremities, thorax, and abdominal wall. Basic anatomic terminology, osteology, arthrology, angiology and neurology will be emphasized, along with basic biomechanical and kinesiological principles. Clinical context and applications of anatomical knowledge will be presented. A discussion of clinically relevant embryological development of the neuro-musculoskeletal system will also be featured.

- **Co-requisites:** Anatomy I Lab

ANATIL101 Anatomy I Lab (2)

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, arthrology, and neurology will be emphasized, along with basic biomechanical and kinesiology principles.

- **Co-requisites:** Anatomy I

ANAT10102 Histology (2)

This histology course presents the normal microscopic architecture of human tissues and organs with an emphasis on correlating structure with function.

ANAT10202 Anatomy II (3)

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.

- **Pre-requisites:** Anatomy I, Anatomy I Lab
- **Co-requisites:** Anatomy II Lab

ANATIL202 Anatomy II Lab (1.5)

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.

- **Pre-requisites:** Anatomy I, Anatomy I Lab
- **Co-requisites:** Anatomy II

ANAT10303 Anatomy III (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.

- **Pre-requisites:** Anatomy II, Anatomy II Lab
- **Co-requisites:** Anatomy III Lab

ANATIL303 Anatomy III Lab (1.5)

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.

- **Pre-requisites:** Anatomy II, Anatomy II
- **Lab Co-requisites:** Anatomy III

BCHM10201 Biochemistry I (3)

The chemistry and functions of the building block molecules (simple sugars, amino acids, and fatty acids) and their corresponding macromolecular formats (polysaccharides, proteins, and lipids) are discussed. The function of enzymes is covered both qualitatively and quantitatively with emphasis on the types of enzyme systems encountered in biochemistry. The electron transport system is fully described including references to the thermodynamics of biological energy transformation process.

- **Pre-requisites:** Cell Biology

BCHM10302 Biochemistry II (4)

The digestion of dietary proteins, polysaccharides and lipids is described followed by detailed descriptions of the catabolic and anabolic pathways for simple sugars, fatty acids, and amino acids. The functions of most B-complex vitamins are explained in the context of each of the metabolic pathways referred to above. Hormonal function and lipid transport processes are explained and the metabolic response of the human organism to starvation is described. Cumulative relationships of the metabolic pathways are emphasized.

- **Pre-requisites:** Biochemistry I

BMEC30801 Applied Biomechanics (2.5)

This course explores how the structure and function of joints and surrounding soft tissues contribute to normal and abnormal movements as applied to patient assessment, clinical management, and ergonomics.

- **Pre-requisites:** Physical Rehabilitation II

BUSI20601 Applied Healthcare Statistics (3)

The course challenges students to think about healthcare problems in a systemic fashion. The course provides coverage of widely used statistical methods to aid in problem formulation, data analysis, and managerial

decision-making.

BUSI20603 Billing & Documentation (3)

This course presents guidelines, laws and regulations that are fundamental to implementing best practices and maintaining compliance related to healthcare coding, billing, and documentation in chiropractic practice.

- **Pre-requisites:** Clinical Methods IV, Clinical Reasoning III

BUSI30702 Healthcare Accounting (3)

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 foundation for constructing and understanding financial statements. Managers and business owners use financial statements to provide them with 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.

BUSI30804 Healthcare Economics (3)

The course will focus on developing the tools of economic reasoning needed to make sound managerial decisions.

Towards that goal, economic and financial analysis as they pertain to the health care system as a whole, individual organizations and competitive advantage 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 health care organizations to secure and maintain competitive advantage.

BUSI30806 Office Management (3)

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.

BUSI30905 Healthcare Logistics (3)

The course will focus on developing the tools of economic reasoning needed to make sound managerial decisions.

Towards that goal, economic and financial analysis as they pertain to the health care system as a whole, individual organizations, and competitive advantage will be developed. The course will focus on developing the foundations of economic and financial analysis and their application to gain insight into strategic decisions made by managers of health care organizations to secure and maintain competitive advantage.

CLIN30701 Clinic I (5)

During this introduction to the clinical services phase, students are oriented to health center protocols and begin to practically apply and refine previously acquired knowledge and skills in the campus clinical setting. With supervision and formative feedback by faculty clinicians, students are engaged in the care of patients as well as activities designed to facilitate the development of clinical experience and competency.

- **Pre-requisites:** Diagnostic Imaging IV, Jurisprudence Correlative Technique II, Logan Basic III, Modalities, Physical Rehab, Principles of Chiro, Physical Diagnosis 2, Nutrition 2, Internal Disorders, Clinical Methods VI, Diversified IV, Activator II, Lab Diagnosis, EENT, Myofascial 2, NMS Disorders, Info Lit 2, Clinical Reasoning III, Anatomy III, Anatomy III Lab, Cell Bio, Histology, Physiology III, Biochemistry II, Functional Anatomy, Microbiology, Pathology II
- **Co-requisites:** Billing & Doc, Rad-Positioning, OBGYN, Diagnostic Imaging 5, Pediatrics, Geriatrics, Clinical Nutrition 3, Clinical Psychology

CLIN30802 Clinic II (5)

In this second of four clinical service phase courses, students continue their engagement in patient care in the campus health center. Additional learning activities and presentations support and enhance the students' clinical experiences.

Ongoing feedback by faculty clinicians guides students' competency development. Students who demonstrate required milestones become eligible for rotational experiences in local affiliated clinical sites intended to expand clinical

training exposures.

- **Pre-requisites:** Clinic 1, Billing & Doc, Rad-Positioning, OBGYN, Diagnostic Imaging 5, Pediatrics, Geriatrics, Clinical Nutrition 3, Clinical Psychology
- **Co-requisites:** Dermatology, Emergent-Urgent, Endocrine, Practice Procedures

CLIN30903 Clinic III (8)

In this third of four clinical service phase courses, students continue to develop their clinical competencies through participation in mentored patient care and supportive case-based exercises with increasing clinical complexity. Students who meet eligibility requirements may opt out to participate in external clinical rotations in affiliated clinical sites.

- **Pre-requisites:** Clinic II, Dermatology, Emergent-Urgent, Endocrine, Practice Procedures
- **Co-requisites:** Clinic Grand Rounds

CLIN309R3 Clinic Grand Rounds I (1)

This course facilitates the students' development of clinical reasoning and evidence-based, patient-centered clinical management planning via participation in written, case-based exercises related to common and complex conditions.

- **Pre-requisites:** Clinic 2

CLIN31004 Clinic IV (8)

During this final course in the clinical practicum series, students continue to expand their clinical experiences and refine their clinical competencies while engaged in patient care under the mentorship of faculty clinicians in the campus clinic and/or field-based preceptorships.

- **Pre-requisites:** Clinic III

CLIN310C4 Clinic Capstone (3)

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 to present their poster orally, in a 3-5-minute case presentation.

- **Pre-requisites:** Clinic III
- **Co-requisites:** Clinic IV or Preceptor

CLIN310R4 Clinic Grand Rounds II (1)

Through case-based exercises, this course facilitates students' development of clinical reasoning and evidence-based, patient-centered management planning for conditions commonly encountered in practice.

- **Pre-requisites:** Clinic 3

CMTD10101 Clinical Methods I (3)

As the first in a series of patient assessment skills labs, this course focuses on foundational procedures with emphasis on the musculoskeletal system. Students are introduced to skills required for effective patient communication and history taking, assessment of vital signs, spinal analysis, orthopedic testing, and related clinical documentation.

- **Co-requisites:** Anatomy I, Anatomy I Lab, Clinical Reasoning I

CMTD10202 Clinical Methods II (3)

This is a practical patient assessment course focusing on performance and interpretation of history and examination procedures for the head and neck, peripheral and central nervous systems, and peripheral vascular system.

- **Pre-requisites:** Clinical Methods I, Clinical Reasoning I
- **Co-requisites:** Anatomy II, Anatomy II Lab, Clinical Reasoning II

CMTD10303 Clinical Methods III (2)

This course provides practical instruction in the performance and interpretation of patient interview and examination procedures related to the cardiovascular, respiratory, and gastrointestinal systems.

- **Pre-requisites:** Clinical Methods II, Clinical Reasoning II
- **Co-requisites:** Anatomy III, Anatomy III Lab

CMTD20404 Clinical Methods IV (2.5)

This course facilitates the refinement of students' previously acquired patient interview,

examination and related differential diagnosis and clinical documentation skills through care-based, practical exercises focused on orthopedic and neurological conditions. Patient communication through reports of findings and informed consent are also emphasized.

- **Pre-requisites:** Clinical Methods III, Clinical Reasoning III, Anatomy III, Anatomy III Lab
- **Co-requisites:** NMS Disorders

CMTD20505 Clinical Methods V (2)

This course focuses on the refinement of previously required clinical evaluation and differential diagnosis skills through higher complexity case-based, practical exercises related to conditions of the head and neck, peripheral and central nervous systems, and peripheral vascular system.

- **Pre-requisites:** Clinical Methods IV, Clinical Reasoning III
- **Co-requisites:** Internal Disorders I, Physical Diagnosis-ID 1

CMTD20606 Clinical Methods VI (2)

This course reviews and refines students' clinical evaluation, interpretation, communication, and documentation skills related to neuromusculoskeletal and visceral conditions in preparation for the clinical experience. Case-based exercises guide clinical decision making and the development of management plans. Students receive training and experience with the clinic's electronic health records system.

- **Pre-requisites:** Clinical Methods V, Physical Diagnosis-ID 1, Internal Disorder 1
- **Co-requisites:** Internal Disorders II, Physical Diagnosis 2

CREA10101 Clinical Reasoning I (3)

This course introduces a logical and systematic approach to critical thinking as applied to clinical reasoning and differential diagnosis. Students will learn to assess, interpret, and document information related to the patient history, inspection, vital signs, and other clinical findings and apply problem solving methods in low complexity cases involving the musculoskeletal system.

- **Co-requisites:** Clinical Methods I, Anatomy I, Anatomy I Lab

CREA10202 Clinical Reasoning II (3)

This course presents critical thinking and differential diagnosis concepts in relation to the gathering, interpretation, and documentation of history and examination findings related to the head and neck, peripheral and central nervous systems, and peripheral vascular system.

- **Pre-requisites:** Clinical Methods I, Clinical Reasoning I
- **Co-requisites:** Anatomy II, Anatomy II Lab, Clinical Methods II

CREA10303 Clinical Reasoning III (3)

This course further explores critical thinking, differential diagnosis concepts, and documentation as it relates to patient presentations with cardiovascular, pulmonary, and abdominal conditions.

- **Pre-requisites:** Clinical Methods II, Clinical Reasoning II
- **Co-requisites:** Clinical Methods III

DERM30801 Dermatology (2)

This course explores a range of dermatological conditions with a focus on clinical presentation, differential diagnoses, and management strategies. Inter-professional referrals and co-management strategies to support care and clinical outcomes are discussed.

- **Pre-requisites:** Internal Disorders II

DIMG20401 Foundations of Diagnostic Imaging (2)

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)

This course introduces the usage of diagnostic imaging in a clinical setting for improved patient diagnosis and treatment. The spectrum of diagnostic imaging technologies will be introduced, along with clinical guidelines for appropriate usage of diagnostic imaging. Basic imaging diagnosis concepts will be covered, including normal imaging anatomy, radiographic measurements, normal anatomical variants, and congenital anomalies.

- **Pre-requisites:** Trimester 4 Status

DIMG20503 Diagnostic Imaging III (4)

This course emphasizes the role of diagnostic imaging in the detection and characterization of pathological processes of the musculoskeletal and cardiorespiratory systems. Normal radiographic anatomy, imaging tools, mensuration, normal skeletal variants, and disorders of the chest will be addressed.

- **Pre-requisites:** Diagnostic Imaging II, Pathology II, Cell Biology, Physiology III
- **Co-requisites:** Internal Disorders I, Physical Diagnosis - ID I, Laboratory Diagnosis

DIMG20604 Diagnostic Imaging IV (3)

This course integrates conventional radiography with advanced diagnostic imaging technique. This course is a continuation of the course work present in DIMG20503. This course emphasizes topics in diagnostic imaging including arthritis, infectious, nutritional, metabolic, endocrine, neoplastic, and tumor-like diseases of bone. Special attention is given to appropriate indications for the use of imaging, including advanced imaging.

- **Pre-requisites:** Anatomy III, Anatomy III Lab, Diagnostic Imaging III, Pathology II, Functional Anatomy

DIMG30705 Diagnostic Imaging V (3)

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, and disorders of the neuromusculoskeletal system will be presented.

- **Pre-requisites:** Diagnostic Imaging 4

EENT20501 Eyes, Ears, Nose and Throat Diagnosis (EENT) (2)

This course focuses on the clinical diagnosis and management of conditions of the eyes, ears, nose, and throat. Inter- professional referrals and co-management options to support care and clinical outcomes are discussed.

- **Pre-requisites:** Anatomy II, Anatomy II Lab, Histology, Clinical Reasoning III, Microbiology II, Pathology II, Physiology III

EMUR30801 Emergent Urgent Care (1)

This course presents clinical signs and symptoms

that warrant urgent or emergent management as differentiated from routine patient presentations. Appropriate referrals and management options to support care and clinical outcomes are highlighted.

ENDO30801 Endocrine (1)

This course provides a comprehensive, case-based overview of endocrine conditions inclusive of presenting signs/symptoms, differential diagnosis, diagnostic testing, and inter-professional management in patient care.

- **Pre-requisites:** Biochemistry II, Pathology II, Physiology III

FANT10101 Functional Anatomy (3)

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 anatomical knowledge will be emphasized, along with biomechanical and kinesiological principles.

A discussion on clinically relevant embryological and developmental anatomy will take place.

- **Co-requisites:** Anatomy I

FNDC10101 Fundamentals of Chiropractic (1)

The purpose of this course is to acquaint the student with the historical background and development of the chiropractic profession and Logan University, and to provide an overview of contemporary and the future role that the chiropractic physician will fill.

GERI30701 Geriatrics (1)

This course provides an overview of the clinical ramifications of the aging process and explores patient presentations, examination procedures, clinical findings, differential diagnoses, and management strategies in the geriatric population.

- **Pre-requisites:** Internal Disorders II

IDIS20501 Internal Disorders I (4)

This diagnosis course focuses on conditions of the cardiovascular and respiratory systems. The pathophysiology and associated clinical

symptoms will be correlated to exam findings, diagnostic studies, treatment options, and management plans.

- **Pre-requisites:** Clinical Methods III, Clinical Reasoning III, Pathology II, Physiology III
- **Co-requisites:** Clinical Methods V, Physical Diagnosis-ID 1

IDIS20602 Internal Disorders II (4)

This course focuses on conditions of the gastrointestinal, renal-urology tract, and male reproductive system. The pathophysiology and associated clinical symptoms will be correlated to history and examination findings, diagnostic studies, diagnosis, treatment options, and management plans.

- **Pre-requisites:** Physical Diagnosis-ID 1, Anatomy III, Anatomy III Lab, Clinical Methods V, Clinical Reasoning III, Internal Disorders I
- **Co-requisites:** Clinical Methods VI, Physical Diagnosis 2

ILIT10101 Information Literacy I (1)

This is the first of two courses that focus on information literacy, which is foundational to evidence-informed practice. Students will develop strategies and skills to effectively use health science databases and search engines to access professional healthcare literature relevant to clinical practice. In addition, students will assess the quality of the literature and types of study designs.

ILIT20402 Information Literacy II (2)

This is the second course in the information literacy series that focuses on evidence-informed practice. Students will expand their skills relating to searching, accessing, and critically appraising health care literature and guidelines to support clinical care.

- **Pre-requisites:** Information Literacy I

JURI20601 Jurisprudence (1)

This course explores ethical and legal responsibilities of the chiropractic practitioner with a focus on statutes, rules, professional boundaries, and risk management in the clinical setting.

- **Pre-requisites:** Clinical Reasoning III, Clinical Methods IV

LADX20501 Laboratory Diagnosis (2)

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. It provides an introduction to the utilization of clinical laboratory assessment as part of the clinical decision-making process for the primary health care provider.

- **Pre-requisites:** Biochemistry II, Cell Biology, Physiology III, Pathology II
- **Co-requisites:** Internal Disorders I, Physical Diagnosis-ID 1

MICR10201 Microbiology I (3)

This course is an introduction to the study of microbiology, human immunology, infection control, epidemiology, and public health. Topics include innate and acquired immunity, autoimmune disorders, epidemiology of microbial diseases, and the role of public health in disease prevention and health promotion.

- **Pre-requisites:** Anatomy I
- **Co-requisites:** Anatomy II, Biochemistry I, Physiology I

MICR10302 Microbiology II (4)

This course will focus on the interactions between microorganisms and human disease, medical microbiology, and immune response. Prevention, identification, and treatment of infectious diseases in the clinical setting as well as in the community are highlighted with an emphasis on human microbial pathogens such as bacteria, viruses, prions, parasites, and fungi.

- **Pre-requisites:** Microbiology I

NEUR10201 Neuroanatomy I (3.5)

Neuroanatomy I focuses on the histology, anatomy, embryological development, and basic functions of the nervous system. Topics include action potentials, signal transduction, motor system, the autonomic nervous system, and the relationship of anatomical structures to neurological disease. Laboratory sessions include examination of cadaveric neurological specimens, dissection of the spinal cord, discussion of clinical cases, imaging, and review sessions.

- **Pre-requisites:** Anatomy I, Anatomy I Lab

NEUR10302 Neuroanatomy II (3)

Neuroanatomy II continues the study of the central and peripheral nervous systems. Topics covered include the somatosensory receptors and pathways, the special senses, and cranial nerves, as well as brain regions such as cerebrum, hypothalamus, and the limbic system. The normal functions and the consequences of damage to these pathways are discussed. The course explores the cooperation of multiple pathways for integration of information.

- **Pre-requisites:** Neuroanatomy I

NEUR20403 NMS Disorders (3)

Neuromusculoskeletal (NMS) Disorders is a study of the clinical presentation, evaluation, and management of common orthopedic and neurologic conditions. Emphasis is on the identification of tissue of origin responsible for pain or dysfunction.

- **Pre-requisites:** Functional Anatomy, Neuroanatomy I, Anatomy II, Anatomy II Lab, Physiology II
- **Co-requisites:** Neuroanatomy II

NUTR20401 Fundamentals of Nutrition I (3)

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.

- **Pre-requisites:** Biochemistry II

NUTR20602 Nutrition II (3)

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.

- **Pre-requisites:** Nutrition I

NUTR30703 Clinical Nutrition (2)

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.

- **Pre-requisites:** Nutrition II

OBGY30701 Obstetrics/Gynecology (2)

This course provides an overview of normal and pathophysiological processes related to the female patient and focuses on the identification, prevention, and management of related conditions. Inter-professional referrals and co-management options to support care and clinical outcomes are discussed.

- **Pre-requisites:** Anatomy II, Biochemistry II, Histology, Cell Biology, Neuroanatomy II, Physiology II, Microbiology II, Pathology II

PATH10301 Pathology I (4)

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.

- **Pre-requisites:** Anatomy II, Anatomy II Lab, Physiology I

PATH20402 Pathology II (3)

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.

- **Pre-requisites:** Pathology I, Anatomy III, Anatomy III Lab, Physiology II

PEDS30701 Pediatrics (1)

This course provides an overview of child

milestone development and explores various conditions presenting in the pediatric population. Clinical assessment, management options, patient/family communication, and inter-professional collaboration are considered.

- **Pre-requisites:** Internal Disorders II

PHAR30701 Pharmacology/ Toxicology (2)

This course presents basic concepts of pharmacology and toxicology. The curriculum includes lectures, reading assignments, and a written assignment.

- **Pre-requisites:** Clinical Reasoning III, Clinical Methods VI

PHDX20502 Physical Diagnosis I (2)

This course provides a comprehensive overview of patient presentations, physical examination procedures, clinical findings, and differential diagnosis for the cardiovascular and peripheral vascular system.

- **Pre-requisites:** Anatomy III, Anatomy III Lab, Histology, Clinical Methods III, Clinical Reasoning III, Microbiology II, Pathology II, Physiology III, Cell Biology
- **Co-requisites:** Internal Disorders I

PHDX20603 Physical Diagnosis II (2)

This course provides a comprehensive overview of patient presentations, examination procedures, clinical findings, and differential diagnosis of the respiratory, gastrointestinal, kidney/urinary tract, breasts, female and male reproductive systems, and also explores utility of diagnostic testing, advanced imaging, and specialty consultations.

- **Pre-requisites:** Clinical Methods V, Clinical Reasoning III, Internal Disorders I, Laboratory Diagnosis, Physical Diagnosis-ID I
- **Co-requisites:** Clinical Methods VI, Internal Disorders II

PHIL10101 Principles of Chiropractic I (3)

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)

This is the second course in the study of the history, philosophy, art, and science of the chiropractic profession. This course includes 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.

- **Pre-requisites:** Principles of Chiropractic I

PHIL20603 Principles of Chiropractic III (2)

Principles of Chiropractic III will further explore the subluxation complex model 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 systemic implications of the subluxation complex during the remainder of the course.

Pre-requisites: Principles of Chiropractic II

PHWE30801 Community Health & Wellness (1)

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.

- **Pre-requisites:** Information Literacy II, Microbiology II, Applied Healthcare Statistics

PPRO30801 Practice Procedures (2)

This course employs case studies to refine students' ability to assess patients' health status, differentially diagnose, and develop management plans based on clinical presentations.

- **Pre-requisites:** Diversified III, Activator II, Logan Basic III

PREC30909 Clinical Rotation (0)

Students that have met all Trimester 8 coursework and clinic benchmarks, along with having demonstrated at least 70% achievement of all required meta-competencies, will be eligible to apply for a Trimester 9 Clinical Rotation. For eligible and approved students, the clinical experience will take place in a private practice, integrative health center, or hospital setting that has been approved as a

Logan University Clinical Education Site. Course requirements for hours, clinical encounters, and assessments are the same as those for CLIN30903.

- **Pre-requisites:** Approval of the Dean or Designee
- **Co-requisites:** Clinic III

PREC31001 Preceptor 10 (0)

This is the capstone of the clinical experience at Logan University. Students who have met all Trimester 9 course and clinical requirements and have demonstrated at least a 70% attainment of required meta-competencies are eligible.

As in other clinical experiential courses, student interns on approved preceptorships are mentored by qualified, licensed physicians who hold a faculty appointment with Logan University. Selection of a preceptorship location is typically a collaborative effort between the student intern and preceptor, with final approval for the arrangement granted by Logan University.

- **Co-requisites:** Clinic IV

PRHE20501 Physical Rehabilitation I (1.5)

This course provides students with the necessary strategies to assess and provide rehabilitation for both spinal and extremity issues in order to help patients achieve functional restoration.

- **Pre-requisites:** Anatomy III, Anatomy III Lab, Physiology III

PRHE20602 Physical Rehabilitation II (0.5)

This course is a continuation of Physical Rehabilitation I. It will reinforce the principles as instructed in that class and expand into more advanced exercise techniques.

- **Pre-requisites:** Physical Rehabilitation I

PRHE20603 Modalities (1.5)

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.

PSYH30701 Clinical Psychology (3)

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 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.

- **Pre-requisites:** Neuroanatomy II

PYSO10101 Cell Biology (2)

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.

PYSO10202 Physiology I (4)

This course, the first of a sequence of three 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.

- **Pre-requisites:** Cell Biology

PYSO10303 Physiology II (4)

This course is the second of a three-trimester sequence of courses in Physiology. Physiology II covers muscle, cardiovascular, respiratory, and gastrointestinal physiology. For each organ system, the following areas are discussed: underlying functional anatomy, cellular physiology, major functions, regulation, and disorders illustrating homeostatic disturbances. An emphasis is placed on the interdependence of organ systems.

- **Pre-requisites:** Physiology I

PYSO20404 Physiology III (4)

This course completes the three-trimester sequence in Physiology. Physiology III covers exercise physiology and energetics, endocrine, renal, and reproductive physiology. For each organ system, the following areas are discussed: underlying functional anatomy, cellular physiology, major functions, regulation, and disorders illustrating homeostatic disturbances. An emphasis is placed on the interdependence of organ systems.

- **Pre-requisites:** Physiology II

RADP20601 Radiographic Positioning (1.5)

This course presents radiographic positioning of the appendicular and axial skeleton, with hands on small group learning. Emphasis is placed on patient positioning, operation of the radiographic equipment, selection of technical factors, and radiation safety.

- **Pre-requisites:** Foundations of Diagnostic Imaging, Anatomy II, Anatomy II Lab

TECHID201 (Core Curriculum) Diversified I (2.5)

Diversified Technique 1 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 and comparisons to similar associated methods.

- **Pre-requisites:** Anatomy I, Anatomy I Lab
- **Co-requisites:** Anatomy II, Anatomy II Lab

TECHID302 (Core Curriculum) Diversified II (2)

Diversified Technique 2 is a laboratory-based continuation of Technique 1 emphasizing chiropractic assessment and treatment skills as they relate to the lumbar and thoracic spines. A variety of adjustive techniques will be taught with theories based on Reinert Specific. 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 considerations will be discussed. In addition, developing the psychomotor skills to perform lumbar and thoracic adjustive techniques will be covered.

- **Pre-requisites:** Anatomy II, Anatomy II Lab, Diversified I
- **Co-requisites:** Anatomy III, Anatomy III Lab

TECHIM101 (Core Curriculum) Myofascial Technique I (1)

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.

- **Co-requisites:** Anatomy I, Anatomy I Lab

TECH2A401 (Core Curriculum) Activator I (2)

In this course, students will be introduced to Activator Methods Chiropractic Technique in both a lab and lecture setting. The Basic Scan Protocol of Activator Methods will be demonstrated and practiced. This 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.

- **Pre-requisites:** Anatomy II, Anatomy II Lab, Clinical Methods I

TECH2A502 (Core Curriculum) Activator II (0.5)

This is a laboratory course, which builds upon the Principles of Activator I. Therefore, in this course, 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.

- **Pre-requisites:** Activator I

TECH2B401 (Core Curriculum) Logan Basic I (2)

This is the first in a series of three courses of Logan Basic Methods (LBM) with emphasis on

spinal and pelvic biomechanics. This is a lecture only course that will emphasize X-ray analysis and the clinical explanation of the student's previous knowledge in spinal and pelvic anatomy as it relates to the development of spinal distortions.

- **Pre-requisites:** Anatomy II, Anatomy II Lab, Clinical Methods I

TECH2B502 (Core Curriculum) Logan Basic II (2)

This is the second course in the series of three courses of Logan Basic Methods (LBM). This is a lecture & laboratory course designed to apply the concepts of biomechanics and the skills needed to perform the technique. Included in this course is x-ray measurement and interpretation as it relates to LBM.

- **Pre-requisites:** Logan Basic I, Anatomy III, Anatomy Lab 3

TECH2B603 (Core Curriculum) Logan Basic III (2)

This is the third in the series of the Logan Basic Methods and Technique courses. This course continues with a review of the previous two courses. New Logan Basic Technique adjusting procedures will be introduced and workshopped. Consideration of different kinds of patients, and of special needs of pregnancy, infant care, spinal emergency, and conditions of geriatric patients will be discussed and workshopped. 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 is discussed in detail. The course concludes with an introduction to Advanced Logan Basic Methods and the conservative management of scoliosis.

- **Pre-requisites:** Logan Basic II

TECH2C501 (Core Curriculum) Correlative Technique I (1.5)

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.

- **Pre-requisites:** Diversified III, Activator I, Logan Basic I

TECH2C602 (Core Curriculum) Correlative Technique II (2)

This course discusses the clinical concepts regarding the management of spinal and extremity musculoskeletal conditions. The content includes proper joint mechanics, ranges of motion, palpations, and the correlating adjustments. Also discussed are cases, case management, clinical pearls, and differential diagnostic/rehabilitative techniques. A full review of palpation and correlating adjustments, including all ways to adjust the spine and extremities, will be provided in a lab setting in which students will practice technique.

- **Pre-requisites:** Correlative Technique I

TECH2D403 (Core Curriculum) Diversified III (1.5)

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.

- **Pre-requisites:** Diversified II

TECH2D504 (Core Curriculum) Diversified IV (2.5)

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 placed 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.

- **Pre-requisites:** Diversified III

TECH2E601 (Elective) SFMA (Selective Functional Movement Assessment) (1)

The Selective Functional Movement Assessment (SFMA) is a comprehensive assessment used to classify movement patterns, 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.

- **Pre-requisites:** Correlative Technique I
- **Co-requisites:** Trimester 6 status

TECH2M402 (Core Curriculum) Myofascial Technique II (1.5)

This is the second course on Myofascial Techniques. This course focuses specifically on aspects utilized for myofascial disorders, including trigger points, dysfunctional movement patterns, and soft tissue rehabilitative techniques. This course is a lecture- and lab-based course where the use of soft tissue tools is explained and utilized. The main forms of massage are introduced and practiced.

- **Pre-requisites:** Myofascial Technique I, Anatomy I with Lab

TECH3A901 (Elective) Activator III (2)

This course is a continuation of the Activator Method Chiropractic Technique, with an emphasis on assessment and adjustment of the upper and lower extremities.

- **Pre-requisites:** Activator I, Activator II

TECH3B801 (Elective) Advanced Logan Basic (2)

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.

- **Pre-requisites:** Correlative Technique I, Logan Basic III

TECH3C901 (Elective) Telehealth and Chiropractic (2)

The fundamentals of telehealth and its application to a clinical setting and clinically relevant evidence-based methodologies for delivering virtual care will be discussed. Literature searches, trends, and expansion of services will be reviewed to demonstrate current evidence and growth in virtual related studies. In addition, evidence-based assessment and management of common musculoskeletal disorders and spinal conditions will be demonstrated through the use of telehealth.

- **Pre-requisites:** Trimester 6 status

TECH3F601 (Elective) Female Health and Wellness (2)

During this course, female health and wellness will be covered throughout the physiological journey. This course will provide students with an overview of common conditions seen in the female population along with the importance of the history, evaluation, and management. Treatment approaches to care and management plans will be discussed. In addition, defining trauma informed practice and cultural awareness will be included in discussion.

TECH3G701 (Elective) Gonstead Lumbar/Pelvic (2)

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.

- **Pre-requisites:** Correlative Technique I

TECH3G802 (Elective) Gonstead Cervical/Thoracic (2)

A continuation of the previous specialized technique in Gonstead theory and application with a more advanced adjusting technique.

- **Pre-requisites:** Correlative Technique I

TECH3G903 (Elective) Gonstead Comprehensive (2)

A continuation of the previous specialized technique in Gonstead theory and application with a more advanced adjusting technique.

- **Pre-requisites:** Correlative Technique I

TECH3H601 (Elective) The Healthcare Provider as an Educator (2)

This course introduces chiropractic students to the principles and practices of a career in education with a faculty appointment. The learner will explore methods to enhance their ability to teach including curriculum design, theories of teaching and learning, instructional delivery and design, assessment, and ethical and legal issues. While exploring contemporary issues impacting the chiropractic profession, students will develop an understanding of scholarship, service, and governance while exploring their personal teaching philosophy and professional development plan. By the end of this course, the student will be prepared to set goals for their own professional direction in a future career in academic education.

- Pre-requisites: Trimester 6 status

TECH3K701 (Elective) Applied Kinesiology I (2)

Applied Kinesiology includes manual muscle testing and application of applied kinesiology methods to analysis and treatment of muscular imbalance, pelvic, and spinal problems as well as introduction to cranial techniques and meridian therapy. It is part of the International College of Applied Kinesiology basic certification course.

- **Pre-requisites:** Correlative Technique I, Trimester 6 status or permission of the instructor

TECH3K801 (Elective) Applied Kinesiology II (4)

A continuation of Applied Kinesiology methodology emphasizing review of previous study and more advanced application, this course includes additional muscle conditions beyond weak/strong, extremity conditions, nutritional analysis, cranial work, TMJ and acupuncture treatments. This course completes the Applied Kinesiology course series leading to the International College of Applied Kinesiology Certification Examination, which is given at the end of the course.

- **Prerequisites:** Applied Kinesiology I

TECH3K904 (Elective) Visceromatic (2)

This course involves evaluation of visceral complaints, including reinforcing appropriate physical diagnosis as well as laboratory and diagnostic workups. It will familiarize students with natural approaches from chiropractic and

osteopathy to treating patients with visceral components to their clinical presentation including manipulative and manual therapies and nutritional support. The course provides management protocols utilizing an integrated approach. It complements the approach used in the Viscerosomatic Center. Students will be encouraged to investigate the literature about viscerosomatic effects and manual treatments affecting visceral through assignments.

TECH3M701 (Elective) Advanced Sport Concussion Management (2)

This course focuses on building necessary knowledge and skills to diagnose and treat patients suffering from concussion. Interventions will be discussed from the moment of injury to full return to activities. Upon completion, learners will demonstrate effective use of concussion diagnostic tools, create clinical profiles based on patient assessment, and prescribe safe and effective rehabilitation programs.

- **Pre-requisite:** *Phys Rehab I*
- **Co-requisite:** *Phys Rehab II*

TECH3M901 (Elective) Introduction to Sports Medicine (2)

This course is a two-credit hour online course that introduces key concepts for students to acquire knowledge to work collaboratively in a sports medicine setting. In addition, topics covered in this course prepare students to address commonly encountered health issues seen in a sports medicine setting. Students will gain an advanced understanding of sports medicine and its necessary skills, which contributes to becoming a competent chiropractic sports physician.

- **Pre-requisites:** Successful completion of fifth trimester coursework.

TECH3P601 (Elective) Pediatric Nutrition (2)

Nutritional requirements from infancy to adolescence are discussed. Nutritional implications of conditions that impact this population are considered in the context of patient management. The role of the chiropractic practitioner in guiding pediatric nutrition as well as indications for referral and co-management are explored.

TECH3P801 (Elective) Pediatric Management (1.5)

This course emphasizes the chiropractic management of conditions relevant to the pediatric population. The approach includes chiropractic management with emphasis on various chiropractic techniques, soft tissue management, and nutritional approaches to common musculoskeletal and viscerosomatic conditions in pediatrics. Alternative and complementary approaches will be discussed.

- **Pre-requisites:** Correlative Technique I, Pediatrics

TECH3P901 (Elective) Clinical Care for the Pediatric Athlete Injury, Prevention and Performance (2)

This course will prepare students to manage common pediatric sports injuries. Key concepts include concussion management, inter-professional collaboration, referral, and creating patient care plans, including return-to-play strategies, for the developing athlete. Through research, discussion, and case study analysis, students gain a greater understanding of evaluating and treating pediatric patients. Online format.

- **Pre-requisites:** Successful completion of all Trimester 7 requirements.

TECH3Q701 (Elective) Acupuncture I (2.5)

This course represents the first 45 hours toward the 100-hour acupuncture certification. Students will explore traditional Chinese medicine (TCM) history, philosophy, and theories. They will apply TCM history taking and evaluation skills to address common musculoskeletal conditions. Students will display practical applications of acupuncture treatment. The course will consist of lecture and practical workshop time. The utilization of Clean Needle Technique to meet OSHA standards will be emphasized. This course is designed to help prepare students to successfully pass required examinations for acupuncture license.

- **Co-requisites:** Trimester 6 or above status

TECH3Q902 (Elective) Acupuncture II (3.5)

This course represents the remaining 60 hours toward the 100-hour acupuncture certification. Students will explore traditional Chinese

medicine (TCM) history, philosophy, and theories. They will apply TCM history taking and evaluation skills to address common musculoskeletal conditions.

Students will display practical applications of acupuncture treatment. The course will consist of lecture and practical workshop time. The utilization of Clean Needle Technique to meet OSHA standards will be emphasized. This course is designed to help prepare students to successfully pass the required examinations for acupuncture licensure.

- **Pre-requisites:** Acupuncture I

TECH3R901 (Elective) Active Release Technique (ART) (2)

This course is an intensive hands-on application of the principles and techniques of Active Release Technique® as it relates to the spine.

- **Pre-requisites:** Correlative Technique I, Full Tri 7 status

TECH3R902 (Elective) Active Release Technique Upper 1 (2)

This course is an intensive hands-on application of the principles and techniques of Active Release Technique® as it relates to the upper extremity. With a special emphasis on differential palpation and the origins and insertions of the muscles, tendons, and ligaments.

- **Pre-requisites:** Correlative Technique 1 & Full Tri 7 Status

TECH3R903 (Elective) Active Release Technique- Lower 1 (2)

This course provides an intensive hands-on application of the principles and techniques of Active Release Technique® as it relates to the lower extremity. With a special emphasis on differential palpation and the origins and insertions of the muscles, tendons, and ligaments.

- **Pre-requisites:** Correlative Technique 1 & Full Tri 6 Status

TECH3S901 (Elective) SOT® Methods (Basic) (2)

The focus of this course is designed to teach the philosophy, diagnosis, body mechanics, adjusting techniques, and management protocols utilized in the Sacro Occipital Technic (SOT® Methods), which include categorization, adjusting

protocols, pelvic blocking, and basic cranial maneuvers.

Offered in Trimesters 6 – 9.

- **Pre-requisites:** Correlative Technique I

TECH3S902 (Elective) SOT® Methods (Intermediate) (2)

This course is a continuation of the previous specialized technique Sacro Occipital Technic (SOT® Methods), which include theory, protocols, and application with an emphasis on patient management and adjusting methods: spinal, extra spinal, and cranial.

- **Pre-requisites:** SOT® Basic

TECH3S903 (Elective) SOT® Methods CMRT & TMJ (2)

The focus of this course is designed to teach the philosophy, diagnosis, body mechanics, adjusting techniques, and management protocols utilized in the Sacro Occipital Technic (SOT® Methods), which include TMJ, adjusting protocols, management of viscerosomatic, and spinal-related conditions and basic cranial maneuvers. Offered in Trimester 8-9.

- **Pre-requisites:** Physiology I

TECH3T901 (Elective) Thompson (2)

This course is designed to teach theory, diagnosis, body mechanics, adjusting skills, and patient management using the Drop Table Assisted/Thompson Technique and Derifield Leg Check Analysis.

- **Pre-requisites:** Correlative Technique I
- **Co-requisites:** Trimester 6 standing

TECH3U901 (Elective) Upper Cervical (2)

The biomechanics of the upper cervical spine are reviewed, 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.

- **Pre-requisites:** Trimester 6 standing

TECH3V901 (Elective) Evaluation and Management of Military and Veterans (3)

This is a course designed for the health care professional student, which will provide clinically relevant and evidence-based methodologies

about the assessment, evaluation, and treatment specifically within VA and DoD patient populations. Treatment options from least invasive to most invasive will be discussed. We will explore behavioral approaches, pharmacotherapy, procedural techniques, and the integrative options, leading to an appreciation of the various disciplines providing care. We will also discuss special populations with the VA/DoD that include TBI, geriatric care, amputee, PTSD, and depression, which will allow the practitioner to understand and appreciate the management of pain within this patient base. This course will be a general overview of what to expect with a VA/DoD facility, the culture, and the chiropractor's role within these settings.

- **Pre-requisites:** Trimester 6 or above status

TECH3W901 (Elective) Occupational Consulting (1.5)

Students will evaluate worksites for ergonomic risks impacting the safety and efficiency of the workforce. Students will use a needs analysis approach and interpret OSHA logs to design interventions to improve workstations and employee practices while on the job. Additional content includes conducting disability evaluations, the scope of practice of the occupational consultant, and the role of key personnel in maintaining occupational health and safety of employees in a variety of settings.

- **Pre-requisites:** Trimester 8 or above status

TECH3X901 (Elective) Cox (2)

This elective is a comprehensive course in Flexion Distraction (Cox) Adjusting technique. Particular attention will be applied to the diagnosis and treatment of low back pain (LBP).

- **Pre-requisites:** Clinical Methods IV, Physical Diagnosis I

TECH3Y081 (Elective) Minor Surgery (2)

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.

- **Pre-requisites:** Clinic I
- **Co-requisites:** Clinic II

DOCTOR OF HEALTH PROFESSIONS EDUCATION/ DOCTOR OF EDUCATION COURSE DESCRIPTIONS

HLTE06101 Issues in Health Professions Education (3)

Students will reflect on and integrate the core competencies 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.

HLTE06102 Principles of Classroom Assessment & Evaluation for Health Professionals (3)

This course helps learners to develop the skills necessary to become effective assessors. It covers the fundamentals of 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.

HLTE06201 Clinical Outcome Development and Performance Assessment (3)

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 (2)

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 (3)

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.

- **Pre-requisites:** HLTE06102 Principles of Classroom Assessment and Evaluation for Health Professionals

HLTE07102 Instructional Design (3)

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.

HLTE07201 Diversity in Education (2)

This course will offer the opportunity for students to research, reflect on, and adopt a philosophical position, as well as 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.

HLTE07202 Introduction to Proposal Writing (3)

The course will focus on the creation, evaluation, and modification of proposals 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 influence funding decisions, understand the concept of institutional overhead, list the necessary institutional steps to

obtain project approval, and learn strategies necessary to manage their research project.

HLTE07301 Research Publication Seminar (1)

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.

- **Co-requisites:** HLTE08102 Applied Research Project B

HLTE08101 Applied Research Project A (3)

This course provides 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.

- **Pre-requisites:** HLTE07202 Introduction to Proposal Writing

HLTE08102 Applied Research Project B (3)

This course provides 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.

- **Pre-requisites:** HLTE08101 Applied Research Project A
- **Co-requisites:** HLTE07301 Research Publication Seminar

HLTE08103: Independent Study (1-3)

This course will offer students the opportunity to expand on interest areas in Health Professions Education by engaging in one-on-one research and other scholarly activities with a doctorate faculty member. Students will work collaboratively with the doctorate faculty member to develop an independent student project plan, including course objectives and activities. The independent study course also allows a continuation of credits for students

needing additional time to complete their Applied Research Project (ARP). All topics for independent study must be pre-approved by the Program Director.

HLTE08201 Education Preceptorship/Practicum I (Online) (2)

This course serves as part I of a two-part culminating experience in the doctorate 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.

- **Pre-requisites:** Successful completion of > 20 credit hours of the doctorate curriculum, including the successful completion of HLTE07102 Instructional Design. Students must not be on academic probation at the start of this course.

HLTE08202 Education Preceptorship/Practicum II (Online or Residential) (2)

This course serves as part 2 of a two-part culminating experience in the doctorate 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.

- **Pre-requisites:** HLTE08201 Education Preceptorship/ Practicum I (online). Students must not be on academic probation at the start of this course.

HLTM07101 Organizational Change and Development (3)

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 reflect on the strategies, models, and methods for adapting to and affecting change in interpersonal and group situations.

HLTS07101 Fundamentals of Program Development (3)

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.

HLTS07201 Leadership (3)

This course requires students to examine the historical development of leadership roles in various settings, including higher education and healthcare. Students explore 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 are central to the course.

MATH06101 Statistics (3)

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 manual calculations and SPSS. The difference between parametric and nonparametric tests will be covered, along with statistics to test hypotheses and answer questions.

PSYH06101 Learning Principles (3)

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.

PSYH06102 Behavioral Theories in Education (3)

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.

PSYH06103 Cognitive Psychology and Instruction (3)

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.

RMET07102: Qualitative Research Methods (3)

This intensive course covers the assessment of field-based qualitative research in the study of education, with an emphasis on health professions education. Students will examine the various types of qualitative research designs and explore ethical issues when designing, conducting, and evaluating this type of research. Students will critically analyze qualitative research studies to understand how qualitative data are used in practice.

RMET07103: Quantitative Research Methods (3)

This intensive course covers understanding and assessment of field-based quantitative and mixed methods research in the study of education, with an emphasis on health professions education. Students will examine various data collection and analysis approaches, along with applying specific research designs. The course will finish with the completion of a cumulative quantitative study concept paper.

- **Pre-requisites:** RMET07102: Qualitative Research Methods.

MASTER OF SCIENCE HEALTH INFORMATICS COURSE DESCRIPTIONS

CAPS08106 Professional Track (3)

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.

- **Pre-requisites:** All didactic coursework up to last trimester, may be taken with one elective.

HLTI05101 Information Systems Management (3)

This course covers the fundamental concepts of managing an organization's information systems portfolio. Topics include the entire life cycle of information technologies in a typical healthcare environment. This knowledge includes recognizing the need for technology, then requesting, selecting, acquiring, implementing, and supporting information technology solutions. Complementary topics such as information security, IT governance, and enterprise architecture are included.

- **Pre-requisites:** HLTS05101 Intro to HI

HLTI05102 Systems Analysis and Design (3)

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.

- **Pre-requisites:** HLTS05101 Intro to HI

HLTI05103 Consumer Health Informatics (3)

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.

- **Pre-requisites:** HLTS05101 Intro to HI

HLTI05201 Data Management in Healthcare (3)

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.

- **Pre-requisites:** HLTS05101 Intro to HI

HLTI05202 Legal and Ethical Issues in Health Informatics (3)

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.

- **Pre-requisites:** HLTS05101 Intro to HI

HLTI05300 End User Information Systems (3)

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.

HLTI06102 Leadership Skills for Health Informatics Professionals (3)

This course prepares 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 in assessment of their own leadership potential.

- **Pre-requisites:** HLTS05101 Intro to HI

HLTI06200 Programming for Data Analytics (3)

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.

HLTI06201 Mining, Modeling, and Machine Learning (3)

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.

HLTI06202 Information Design and Visual Analytics (2)

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. Properly constructed visualizations allow us to analyze data by exploring it from different perspectives and use the power of our visual system to quickly review reveal patterns and relationships. Based on principles from art, graphic design, perceptual psychology, and rhetoric, this course 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. It covers principles of visual perception and color theory for revealing patterns in data; narrative strategies for communicating and presenting information and evidence; and the critical evaluation and critique data visualizations. Students will also learn how to use Tableau, a state-of-the-art information visualization tool, to produce and deliver visualizations and dashboards quickly and easily.

HLTM05202 Project Management (3)

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, as well as 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.

- **Pre-requisites:** HLTS05101 Intro to HI

HLTM05203 Business and Financial Skills for Health Informatics Professionals (3)

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.

- **Pre-requisites:** HLTS05101 Intro to HI
HLTM05202 Project Mgmt., HLT105101 Information Systems Mgmt.

HLTM05204 Operations in Healthcare Organizations (3)

This course examines operational issues in health care management. Specific topics to be covered include process flow, simulation, decision-making, quality improvement, forecasting, capacity management, project management, and inventory management. The goal is to instill an understanding of the language, applications, and limitations of practical and analytical tools required to make effective tactical and operational decisions in a health care environment. A specific emphasis will be placed on learning and using new tools and technologies to solve analytic problems and then articulate solutions to those problems in actionable terms.

HLTM06100 Informatics, Quality, and Strategy in Healthcare (3)

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 organizations.

HLTM07101 Organizational Change and Development (3)

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.

HLTS05101 Introduction to Health Information and Technology (3)

This course will provide an overview of health informatics courses focused on five themes: health informatics foundations, clinical decision support, human factors/organizations, public health informatics, and current issues in health informatics including best practices.

HLTS06100 Healthcare Economics (3)

This course provides an overview of the United States healthcare system using a microeconomics lens. Students will be introduced to microeconomic theory and empirical studies that will deepen their understanding of how consumers, firms, and the government influence healthcare expenditures (including its quantity and prices), healthcare quality, and patient health outcomes. These economic models will enable students to predict how changes in consumer behavior, the industrial organization of firms, and government policies affect healthcare and health outcomes.

MASTER OF SCIENCE NUTRITION AND HUMAN PERFORMANCE

CAPS08105 Professional Track (3)

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.

- **Pre-requisites:** All required didactic coursework may be taken with last course(s)

HLTS06101 Health Education Concepts and Theories (3)

This course explores complex health problems and issues in contemporary society, including various concepts, models, theories, and determinants of health. This course presents a multi-disciplinary approach for application to individual and professional situations.

HLTS06102 Media, Technology and Public Health (3)

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.

HLTS06103 Program Planning and Assessment (3)

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.

HLTS06106 Health Policy (3)

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.

MATH06101 Statistics (3)

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.

- Pre-requisites: RMET05101

NUTR05103 Nutrition and Physical Performance (3)

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.

NUTR05104 Gut Microbiome, Nutrition, & Behavior (3)

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.

NUTR05201 Survey of Sustainable Food Systems (3)

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.

NUTR05202 Lifecycle Nutrition (3)

This course helps students 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.

NUTR05301 Nutrigenetics and Nutrigenomics (3)

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.

NUTR06101 Motivational Interviewing and Counseling (3)

This course provides students with a foundation in counseling and education principles to effectively promote positive client behavior change. These skills enhance clinical expertise, client satisfaction, and success by enabling students to use skillful counseling techniques emphasizing open, productive partnerships. It positions learners to increase their effectiveness and confidence through improved understanding of evaluation methodologies, skills, and practice.

NUTR06101 Nutritional Assessment of Athletes (3)

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. Lectures, review of current literature, and class presentations as well as personalized written plans and projects will be utilized.

NUTR06102 Natural Therapies: Herbology & Detoxification (3)

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 using 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 for the management of chronic disorders will be explored. Students will develop skills in identifying strengths and limitations of preventive as well as therapeutic utilization of herbs and supplements.

NUTR06104 Clinical Nutrition in Human Systems I (3)

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 considered 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.

- **Pre-requisites:** NUTR06201 Nutrition Science

NUTR06201 Nutritional Science (3)

This course is an examination of human biochemistry as it relates to macro- and micronutrient metabolism and its influence on cell and body function. Vitamins and minerals, as they relate to metabolism and digestion, will be discussed. Nutrition related disorders will be introduced, and the clinical signs and symptoms will be evaluated. Foundational nutrition knowledge as it relates to human biochemistry will be developed to prepare for future application to patient case scenarios.

NUTR06202 Clinical Nutrition in Human Systems II (3)

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.

- **Pre-requisites:** NUTR06104 Clinical Nutrition in Human Systems I

NUTR06203 Nutrition in Pain and Inflammation (3)

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.

NUTR06204 Nutrition Epidemiology & Health Promotion (3)

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.

NUTR06301 Geriatric Nutrition (3)

This course is an advanced study of nutrition within the aging individual. Special emphasis will be placed on physiologic and environmental factors that impact nutritional health of the older adult. Students will explore common complications associated with aging and the associated evidence-based literature. By the course's end, students will be able to fully apply nutrition-related interventions to address these changes.

- **Pre-requisites:** NUTR05202 Lifecycle Nutrition, NUTR06201 Nutritional Science

NUTR06504 Vitamin and Mineral Metabolism (3)

Students will analyze the study of human biochemistry as it relates to micronutrients and assess metabolism of vitamins and minerals in depth along with the relationship between micronutrients and cellular function. The clinical signs, symptoms, and laboratory assessment related to micronutrient imbalance will also be covered.

NUTR08101 Nutrition Internship (6)

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 and certifications who 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.

- **Pre-requisites:** All required didactic coursework.

NUTR08102 Thesis (3)

The thesis involves completion of a research project or exhaustive literature review, conducted under the supervision of a thesis

research committee consisting of a Logan instructor and the MSNHP Program Director. 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, preferably during Research Methods. It is also helpful for students to submit a project completion timeline and to set clear expectations for progress.

- **Pre-requisites:** All required didactic coursework.

PSYH06202 Psychology of the Athlete (3)

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.

RDSL08201 Supervised Experiential Learning I (5)

Students will apply foundational sciences to food and nutrition knowledge to meet the needs of individuals, groups, and organizations. Using the nutrition care process, students will provide medical nutrition therapy in simulated and real-world settings. Effective nutrition counseling and nutrition focused physical exam skills will be developed. Food systems principles and management skills will be employed. Additionally, students will support community and population nutrition programs.

- **Pre-requisites:** All required didactic coursework.

RDSL08202 Supervised Experiential Learning II (5)

Students will apply foundational sciences to food and nutrition knowledge to meet the needs of individuals, groups, and organizations. Using the nutrition care process, students will provide medical nutrition therapy in simulated and real-world settings. Effective nutrition counseling and nutrition focused physical exam skills will be developed. Food system principles and management skills will be employed. Additionally, students will support community and population nutrition programs.

- **Pre-requisites:** All required core coursework must be completed prior to enrolling in the capstone course. This

course can only be taken with another course with approval from the Program Director.

RMET05101 Research Methods in Healthcare (3)

In this course, students will learn to evaluate the scientific/ clinical literature for reliability and validity and 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, evaluate reliable research study designs and experiments, create the various types of study designs, and understand when each design is appropriate, write and test hypotheses, and find, correctly cite, and analyze peer-reviewed literature.

- **Pre-requisites:** Students in the MS Health Informatics program must complete 6 courses prior to taking this course.

MASTER OF SCIENCE IN APPLIED NUTRITION AND DIETETICS**NUTR05104 Gut, Microbiome, Nutrition and Behavior (3)**

This course provides a study of basic and emerging literature on the effect of gut microbiome changes on behaviors and nutrition effects on the microbiome and gut-brain axis.

NUTR05202 Lifecycle Nutrition (3)

Students will 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.

NUTR05301 Nutrigenetics and Nutrigenomics (3)

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.

NUTR06101 Motivational Interviewing and Counseling (3)

This course provides students with a foundation in counseling and education principles to effectively promote positive client behavior change. These skills enhance clinical expertise, client satisfaction, and success by enabling students to use skillful counseling techniques emphasizing open, productive partnerships. It positions learners to increase their effectiveness and confidence through improved understanding of evaluation methodologies, skills, and practice.

NUTR06102: Natural Therapies: Herbology & Detoxification (3)

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 using 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 the management of chronic disorders will be explored. Students will develop skills in identifying strengths and limitations of preventive as well as therapeutic utilization of herbs and supplements.

NUTR06104 Clinical Nutrition in Human Systems I (3)

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.

- **Pre-requisites:** NUTR062301: Nutritional Science.

NUTR06201: Nutritional Science (3)

This course examines human biochemistry as it relates to macro- and micronutrient metabolism and its influence on cellular functions. Introduces metabolic processes along with a detailed overview of each nutrient and how they are used by the body. Evaluates nutrition related disorders will be introduced, clinical signs and symptoms. Explores foundational nutrition knowledge in relation to human biochemistry to prepare for future application to patient case scenarios.

NUTR06204 Nutrition Epidemiology and Health Promotion (3)

This course introduces students to epidemiological principles and methodologies relevant to clinical nutrition, research, and education 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.

NUTR06301 Geriatric Nutrition (3)

This course is an advanced study of nutrition within the aging individual. Special emphasis will be placed on physiologic and environmental factors that impact nutritional health of the older adult. Students will explore common complications associated with aging and the associated evidenced-based literature. By the end of the course, students will be able to fully apply nutrition related interventions to address these changes.

- **Pre-requisites:** NUTR05202 Lifecycle Nutrition, NUTR06201 Nutritional Science

RMET05101 Research Methods in Healthcare (3)

In this course, students will learn to evaluate the scientific/ clinical literature for reliability and validity and 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.

RDSL06104 Clinical Nutrition Lab (1)

This course is intended for MS in Applied Nutrition and Dietetics program only. Students will apply foundational clinical nutrition knowledge and navigate relevant tools and resources to meet the needs of individuals, coinciding with Clinical Nutrition I course modules. Using the Nutrition Care Process, students will apply patient-centered principles and manage medical nutrition therapy for patients through weekly discussion.

- **Co-requisites:** NUTR06104: Clinical Nutrition in Human Systems I

RDSL06105 Food Science and Management Lab (2)

This course is intended for MS in Applied Nutrition and Dietetics program students only.

The food lab is designed to prepare students for foodservice management rotations and the correlated RD exam topics. It will cover food service, food safety and sanitation, and foodservice systems. Students will apply financial management and foodservice calculations and formulas.

RDSL06202: Medical Nutrition Therapy Lab (2)

This course is intended for MS in Applied Nutrition and Dietetics students only. In this course, students will apply and integrate understanding of foundational sciences to manage medical nutrition therapy for a variety of clients/patients. Students will practice evaluating the need for and establishing nutrition support regimens. Students will apply patient-centered privileges and navigate relevant tools and resources in dietetics practice.

- **Pre-requisites:** NUTR06104: Clinical Nutrition in Human Systems I, RDSL06104: Clinical Nutrition I LAB.

RDSL08201 Supervised Experiential Learning I (5)

Students will apply foundational sciences to food and nutrition knowledge to meet the needs of individuals, groups, and organizations. Using the Nutrition Care Process, students will provide medical nutrition therapy in simulated and real-world settings. Effective nutrition counseling and nutrition focused physical exam skills will be developed. Food systems principles and management skills will be employed. Additionally, students will support community and population nutrition programs.

- **Pre-requisites:** All required didactic coursework.

RDSL08202 Supervised Experiential Learning II (5)

Students will apply foundational sciences to food nutrition knowledge to meet the needs of individuals, groups, and organizations. Using the Nutrition Care Process, students will provide medical nutrition therapy in simulated and real-world settings. Effective nutrition counseling and nutrition focused physical exam skills will be employed. Additionally, students will support community and population nutrition programs. Pre-requisite: All required core coursework must be completed prior to enrolling in the capstone course. This course can only be taken with another course with approval from the Program Director.

MASTER OF SCIENCE SPORTS SCIENCE AND REHABILITATION COURSE DESCRIPTIONS

ANAT06201 Anatomy of Human Motion (3)

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.

- **Co-requisites:** ANAT062L1 Anatomy of Human Motion Prosecution

ANAT062L1 Anatomy of Human Motion Prosecution (1)

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.

- **Co-requisites:** ANAT06201 Anatomy of Human Motion

BMEC05103 Biomechanics (3)

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.

ECAD06301 Exercise/Cardiorespiratory Physiology (3)

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.

- **Pre-requisites:** NUTR05103: Nutrition & Physical Performance

EXER07304 Exercise Prescription for Special Populations (3)

This course will explore exercise prescription for individuals in special populations. Special populations include patients with disorders of the neuromuscular, musculoskeletal, cardiopulmonary, and respiratory systems. Diabetes, obesity, pregnancy, youth, and elderly patients will also be discussed.

- **Pre-requisites:** PRAC07303 Exercise Testing & Prescription or PRAC07305 Active & Passive Lower Extremity Evaluation

NUTR05103 Nutrition & Physical Performance (3)

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.

PSTH05101 Principles of Physical Therapy (3)

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 neuromusculoskeletal conditions. Applications, indications, and contraindications of modalities will be reviewed.

PSYH06202 Psychology of the Athlete (3)

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.

RMET05101 Research Methodology (3)

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.

SPSR07301 Clinical Exercise Physiology (3)

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.

- **Pre-requisites:** ECAD06301 Exercise/Cardiorespiratory Physiology

SPSR07302 Sports Emergency Care (3)

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.

- **Pre-requisites:** ECAD06301 Exercise/Cardiorespiratory Physiology

SPSR0L302 Sports and Emergency Care Lab (1)

This weekend class is a hands-on laboratory experience which includes practical training for emergency situations in an athletic environment, sideline care, and taping and wrapping. Spine boarding and concussion symptom recognition and testing are featured.

- **Pre-requisites:** PRAC07302 Sports Emergency Care, Students may not take the Lab prior to the course.

SPSR07303 Exercise Testing and Prescription (3)

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.

SPSR07304 Active and Passive Upper Extremity Rehabilitation (3)

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.

- **Pre-requisites:** BMEC05103 Biomechanics

SPSR07305 Active and Passive Lower Extremity Rehabilitation (3)

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 reviews of the current literature are featured.

- **Pre-requisites:** BMEC05103 Biomechanics

SPSR08101 Clinical Internship (6)

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.

- **Pre-requisites:** All didactic coursework

MASTERS OF SCIENCE IN STRENGTH AND CONDITIONING

STRC500 Anatomy and Physiology (3)

This course is an introduction to human anatomy and physiology from an integrative perspective in relation to exercise and fitness. Students learn the structure and function of the tissues, the skeletal system, the nervous system, the endocrine system, and muscle function from the cellular to organism level. Additional topics covered will include chemical, cellular, and tissue level of organization as they relate to strength and conditioning professionals. This course will involve interactive laboratory activities, class/functional projects, individual and group discussions, textbook material, and clinical case studies.

STRC570 Exercise Physiology (3)

This course is a detailed study of the human physiological responses to athletic performance, concentrating on general physiologic principles that take place in all bases of the cardiorespiratory, neuromuscular, and endocrine systems in relation to high performance training. Review of the current literature and applications of current training applications are featured.

STRC550 Biomechanics (3)

This course examines the role of muscles, tendons, and joints during sport and exercise movements. The specific roles of the upper and lower extremity and the axial skeleton are highlighted. Proper movement patterns during exercise are covered.

STRC510 Psychology of Sport and Exercise (3)

This course is designed to introduce students to the field of sports psychology, emphasize the role that psychology plays in athletic performance and other areas of activity, and give students the tools to incorporate these principles into their own practices.

STRC520 Sports Nutrition (3)

This course will provide the framework for both the theory and application of sports nutrition. Concepts include nutrition strategies for maximizing athletic performance, hydration, energy balance, and supplementation.

STRC600 Scientific Principles of Strength and Conditioning (3)

This class provides the principles of aerobic and anaerobic exercise. This includes an emphasis on musculoskeletal and endocrine adaptations to training, age and sex-related differences in exercise response, and basics of athletic injuries and tissue healing process.

STRC630 Resistance Training and Conditioning (3)

This course will expose students to the techniques and training principles of strength and conditioning as it applies to human performance. Applied Strength and Conditioning concepts such as structured pre-exercise warm-ups, flexibility/mobility, plyometric progressions, power development, and strength in conventional and advanced methods will be explored. Students will learn coaching techniques to apply in a real-world setting, as well as exercise progressions based on applied practice.

STRC640 Exercise Testing and Prescription with Emphasis in Anaerobic Exercise (3)

This course examines techniques of evaluation for athletic fitness and performance with a particular emphasis on anaerobic exercise prescriptions. Specific areas include muscular strength, power, speed, agility, muscular endurance, cardiovascular fitness, anaerobic conditioning, flexibility, and body composition.

STRC650 Program Design in Strength and Conditioning (3)

Focusing on program design for high performance athletes, this course takes an in-depth view of training variables for resistance training, plyometrics, speed, agility, and aerobic endurance. A review and application of central concepts of periodization, current literature, and program design related to high performance training are featured.

STRC670 Program Organization, Administration and Oversight (3)

This course reviews administrative elements essential for successful oversight and management of strength and conditioning programs, facilities, and staff. Review of ethical and legal standards, emergency action planning, staff development, and establishing key performance indicators are reviewed.

STRC690 Field Experience I (6)

Students will apply coaching techniques to team(s) and/or individuals in a practical environment. The 150-hour field experience will be completed under the supervision of a certified strength and conditioning coach.

- **Pre-requisite:** All other coursework leading up to Field Experience

STRC695 Field Experience II (6)

Students continue to apply coaching techniques to different team(s) and/or individuals in a practical environment while building professional relationships in the field. The 150-hour field experience will be completed under the supervision of a certified strength and conditioning coach.

- **Pre-requisite or Co-requisite:** Field Experience I

MASTER OF SCIENCE IN INTEGRATIVE PEDIATRICS COURSE DESCRIPTIONS

Please see the Master of Science in Integrative Pediatrics Program Guide at www.Logan.edu for additional course information.

PEDS510 Fundamentals of Chiropractic Pediatrics (1)

This course introduces students to the role of chiropractic care in pediatric health and wellness. Explorations include impact of pre-, peri-, and post-natal environment, unique characteristics of the pediatric patient, and implementation of chiropractic care within this population.

PEDS520 Pediatric Development (2)

This course follows the development of a child from embryo through late adolescence. Students learn where body systems develop and how children grow and change physically, cognitively, socially, and emotionally through each stage of infancy, childhood, and adolescence. Students explore models and theories of development, with a special focus on clinical impacts of normal and abnormal development. Students apply this knowledge to the clinical setting to examine the age-appropriate development of a child and identify delays or unexpected development.

PEDS530 Pediatric Diagnostic Imaging (3)

After reviewing normal imaging anatomy for different pediatric age ranges, students in this course learn to recognize imaging signs for common and uncommon pathological pediatric health conditions. Also discussed are appropriate clinical indications for the use of diagnostic imaging in pediatric patients, as well as which imaging technologies should be employed.

PEDS540 Examination of the Pediatric Patient with Practicum (1)

In this course, students learn to perform a general, full-systems physical examination, with emphasis on appropriate adaptations for patient age and development. Students learn to identify abnormal vs. normal physical examination findings according to systems and age.

PEDS550 Pediatric Technique 1 with Practicum (2)

This course is a hybrid course with components online and a campus-based Pediatric Technique Review and Assessment session (PedTRA). This course is part one of a two-part series designed to deepen students' abilities to apply manual therapies to pediatric patients safely and effectively. In this course, students learn to modify and apply spinal and cranial adjustive techniques to pediatric patients of different ages and levels of development. Included are indications and contra-indications for the application of spinal and cranial techniques in children. Material in this course is included in the hands-on, campus-based PedTRA Session I.

PEDS560 Pediatric Neurology with Practicum (3)

This course introduces students to the neurological profile of pediatric patients who seek chiropractic care. Explorations include the impact of prenatal through adolescent neurological development. Students will correlate how environment and unique characteristics of the pediatric patient result in normal and abnormal function of the nervous system. Implementation of neurological assessment tools and selected treatment techniques within this population are also highlighted.

PEDS570 Pediatric Case Management 1 (3)

This course is the first of a four-part series designed to deepen students' abilities to manage the health concerns of pediatric patients of all ages and levels of development. After discussing key components of a thorough pediatric history, students apply critical thinking and differential diagnosis concepts to case management of children with common pediatric health conditions. Emphasis is placed on developing clinical reasoning skills through case discussions.

PEDS580 Evidence-Informed Pediatric Practice (3)

This course focuses on the knowledge and skills required to be an evidence-informed practitioner. After defining evidence-informed practice, students discuss practice evaluation and knowledge translation. Students review and build upon the skills required for scientific literacy to enable them to find, critically appraise, and assimilate evidence into a management plan for pediatric patients. The role of outcome measures is emphasized, with a focus on the incorporation of pediatric-centric outcome measures in chiropractic practice. Students are introduced to current scientific literature relevant to pediatric chiropractic practice through the critical appraisal process.

PEDS610 Pediatric Case Management 2 (3)

This course is the second of a four-part series designed to deepen students' abilities to manage the health concerns of pediatric patients of all ages and levels of development. In this course, the focus shifts to uncommon pediatric health conditions. Students learn the keys to recognizing the potential presence of such conditions and learn appropriate referral and co-management protocols.

PEDS620 Pediatric Nutrition (3)

In this course, students build on foundational biochemistry principles and best evidence to create individualized plans for therapeutic interventions and disease prevention specifically in pediatric patients. Students learn to counsel families on improving nutritional status, both for optimal childhood health and development, as well as in support of specific disease conditions that impact children. Nutritional needs are analyzed from infancy through adolescence, including special populations such as children with neurodevelopmental disorders, young athletes, and children with dietary restrictions.

PEDS630 Pediatric Case Management 3 with Practicum (3)

This course is the third of a four-part series designed to deepen students' abilities to manage pediatric sports injuries at all ages and levels of development. Explorations include the recognition, evaluation, management, and prevention of pediatric sports injuries, extremity

conditions, and mild traumatic brain injury (concussion). Students will also learn movement assessment strategies and implement corrective exercise concepts with a strong emphasis on case studies.

PEDS640 Pediatric Technique 2 with Practicum (3)

Pediatric Technique 2 is a hybrid course with components online and a campus-based Pediatric Technique Review and Assessment session (PedTRA). This course is the second of a two-part series designed to deepen students' abilities to apply manual therapies to pediatric patients safely and effectively. In this course, students learn to identify indications and contraindications for the application of extremity manipulation techniques and active rehabilitation in the pediatric population. Students learn to adapt these skills for safe and effective application in pediatric patients of different ages and levels of development and ability. Material in this course is included in the hands-on, campus-based PedTRA Session 2.

PEDS650 Pediatric Public Health (3)

Through guided dialogue and evidence-based applications, students learn public health principles, which include the science and art of preventing disease, prolonging life, and promoting health through the efforts and choices of society, organizations, public and private communities, and individuals. Students apply health promotion and prevention concepts to infants, children, and adolescents. Students learn models that facilitate professional communication of public health concepts to patients, their caregivers, and other health care providers. Students build a learning portfolio that supports health advocacy that contains tools that can be applied in clinical pediatric practice and integrate determinants of health within a social-ecological model and biopsychosocial framework.

PEDS660 Advanced Pediatric Case Management (2)

This course is the final part of a four-part series designed to deepen students' abilities to manage the health concerns of pediatric patients of all ages and levels of development. Students synthesize material learned earlier in the series to create an effective management plan. Students participate in virtual grand rounds as well as virtual on-site experiences.

PEDS670 Advanced Pediatric Practice (1)

In this course, students explore a wide variety of topics relevant to experts in the field of pediatric chiropractic. Topics include effective communication skills with children of various ages and their caregivers; ethical practice standards and jurisprudence issues; modification of in-office environment and systems to accommodate and welcome pediatric patients; and career opportunities and work-life balance considerations for pediatric chiropractic specialists.

BACHELOR OF SCIENCE COURSE DESCRIPTIONS

ANAT03101 Anatomy and Physiology I (3)



(MOTR # LIFS 150AP- lecture only) (MOTR # LIFS 150LAP- lecture component of lecture/lab requirement)

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.

- **Pre-requisites:** Chemistry II (or equivalent)
- **Co-requisites:** ANAT0L101

ANAT0L101 Anatomy and Physiology I Lab (1)



(MOTR # LIFS 150LAP- lab component of lecture/lab requirement)

Laboratory work includes dissection of preserved specimens, microscopic study, physiologic experiments, computer simulations, and multimedia presentations.

- **Pre-requisites:** Chemistry II Lab (or equivalent)
- **Co-requisites:** ANAT03101

ANAT03201 Anatomy and Physiology II (3)

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.

- **Pre-requisites:** Anatomy and Physiology I (or equivalent)
- **Co-requisites:** ANAT0L201

ANAT0L201 Anatomy and Physiology II Lab (1)

Laboratory work includes dissection of preserved specimens, microscopic study, physiologic experiments, computer simulations, and multimedia presentations.

- **Pre-requisites:** Anatomy and Physiology I Lab (or equivalent)
- **Co-requisites:** ANAT03201

APAS03101 Introduction to Adapted Activity and Sports (3)

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 participating in adapted activity and sport.

BCHM03101 Biochemistry I (3)

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.

- **Pre-requisites:** Organic Chemistry II (or equivalent)
- **Co-requisites:** BCHM01101

BCHM01101 Biochemistry I Lab (1)

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.

- **Pre-requisites:** Organic Chemistry II Lab (or equivalent)
- **Co-requisites:** BCHM03101

BCHM04201 Biochemistry II (3)

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.

- **Pre-requisites:** Biochemistry I (or equivalent)
- **Co-requisites:** BCHM01201

BCHM01201 Biochemistry II Lab (1)

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.

- **Pre-requisites:** Biochemistry I Lab (or equivalent)
- **Co-requisites:** BCHM04201

BIOL01111 General Biology I (3)



(MOTR # BIOL 150- lecture only) (MOTR # BIOL 150L- lecture component of lecture/lab requirement)

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.

- **Co-requisites:** BIOL01111

BIOL01111 General Biology I Lab (1)



(MOTR # BIOL 150L- lab component of lecture/lab requirement)

The laboratory reinforces and provides supplemental information related to the lecture topics related to the principles and concepts of biology.

- **Co-requisites:** BIOL01111

BIOL01112 General Biology II (3)

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.

- **Pre-requisites:** General Biology I (or equivalent)
- **Co-requisites:** BIOL0112

BIOL0112 General Biology II Lab (1)

The laboratory reinforces and provides supplemental information related to the lecture topics related to the principles and concepts of biology.

- **Pre-requisites:** General Biology I Lab (or equivalent)
- **Co-requisites:** BIOL0112

BIOL03102 Cell Biology (3)

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.

- **Pre-requisites:** General Biology I (or equivalent)

BIOL03103 Histology (3)

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.

- **Pre-requisites:** General Biology I (or equivalent)

BIOL04101 Genetics (3)

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.

- **Pre-requisites:** Cell Biology (or equivalent)

BIOL04102 Immunology (3)

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.

- **Pre-requisites:** Chemistry II (or equivalent)

BMEC02102 Biomechanics of the Human Body (3)

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 analyzing sport skills will be performed.

CAPS04101 Health Science Capstone (3)

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 as a culminating experience in the bachelor's degree program.

- **Pre-requisites:** All didactic coursework; Exception - may be taken in conjunction with other courses in the last trimester.

CHEM01101 General Chemistry I (3) (MOTR # CHEM 150) (MOTR # CHEM150L- lecture component of lecture/lab requirement)

General Chemistry I course presents fundamental concepts of physical and inorganic chemistry. Topics include atomic theory, stoichiometry, solutions, reactions, thermochemistry, electronic structure, chemical bonding, and molecular geometry.

- **Co-requisites:** CHEM01101



CHEM01101 General Chemistry I Lab (1) (MOTR # CHEM150L- lab component of lecture/lab requirement)

This laboratory course accompanies the General Chemistry I lecture and includes student-conducted experiments on topics such as measurements, stoichiometry, reactions in solutions, thermochemistry, and molecular geometry.

- **Co-requisites:** CHEM01101



CHEM01102 General Chemistry II (3)

General Chemistry II course presents additional concepts of physical and inorganic chemistry. Topics include gases, intermolecular forces, solution properties, reaction kinetics, equilibrium, acid/base chemistry, and buffers.

- **Pre-requisites:** General Chemistry I or equivalent
- **Co-requisites:** CHEM01202

CHEM01202 General Chemistry II Lab (1)

This laboratory course accompanies the General Chemistry II lecture course and includes student-conducted experiments on topics such as gases, kinetics, chemical equilibrium, acids, and bases.

- **Pre-requisites:** General Chemistry I Lab or equivalent
- **Co-requisites:** CHEM01102

CHEM02201 Organic Chemistry I (3)

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 stereochemistry, reactivity of acids and bases, and nucleophilic substitution and elimination of alkyl halides. **Pre-requisites:** General Chemistry II or equivalent

- **Co-requisites:** CHEM01201

CHEM01201 Organic Chemistry I Lab (1)

- This laboratory course accompanies the Organic Chemistry I lecture and includes exercises demonstrating lecture topics. Topics include lab safety, common organic laboratory procedures, and conducting organic reactions, such as melting point analysis and paper chromatography.
- **Pre-requisites:** General Chemistry II Laboratory or equivalent
- **Co-requisites:** CHEM02201

CHEM02202 Organic Chemistry II (3)

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.

- **Pre-requisites:** Organic Chemistry I or equivalent
- **Co-requisites:** CHEM01202

CHEM01202 Organic Chemistry II Lab (1)

This laboratory course accompanies the Organic Chemistry II lecture and includes exercises demonstrating lecture topics. Topics include lab safety, various organic reactions, and common organic laboratory procedures, such as distillation, extraction, and chemical tests to identify functional groups.

- **Pre-requisites:** Organic Chemistry I Laboratory or equivalent
- **Co-requisites:** CHEM02202

COMM01101 Introduction to Public Speaking (3) (MOTR # COMM 100)

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.

COMM01201 Interpersonal Communications (3) (MOTR # COMM 110)

This course introduces students to established principles and practices that serve to expand fulfilling, worthwhile human experiences. Explores self-evaluation and perception concepts to strengthen professional and personal relationships. It investigates how one handles emotions and responds to sensitive situations in various contexts, evaluates verbal and nonverbal messages to improve language proficiency and exercise diplomacy with others, and examines influences that impact an online and globally interdependent world.

ENGL01101 Business Writing for a Social Media World (3) (MOTR # ENGL 110)

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) (MOTR # ENGL 100)



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.

ENGL01201 College Composition II (3) (MOTR # ENGL 200)



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.

- **Pre-requisites:** College Composition I or equivalent

FREN01101 Introduction to French (3)

Introduces students to French language and culture. Explores perspectives, practices, and people in the French-speaking world. Demonstrates understanding and comprehension through listening, reading, writing, and speaking activities.

HIST01101 Early American History (3) (MOTR # HIST 101)



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.

HIST01102 Modern American History (3) (MOTR # HIST 102)



This course will cover the political, economic, social, and cultural themes from the end of the

Civil War to the present. Topics included will include the successes and failures of Reconstruction, industrialization, foreign relations, World War I, the Great Depression, World War II, the rise to world leadership, and America's place in the new century.

HLTS02101 Future Trends in Healthcare (3)

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)

Extraordinary demographic trends in the United States are creating a demand for culturally competent healthcare providers 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.

HUMS01101 Styles of Jazz (3) (MOTR # MUSC 100J)



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 20th 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.

KINE02101 Kinesiology (3)

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.

LITE02101 Introduction to Literature (3) (MOTR # LITR 100)



Students will examine written works in three major genres (fiction, poetry, and drama), specifically including 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.

- **Pre-requisites:** College Composition II or equivalent

LITE02102 Literature and Medicine (3)

The relationship between health care providers and patients is based on the creation of and interpretation of narratives. The effective medical provider must learn to become skilled in the decoding of stories. Reading literature (fiction and poetry) allows one to empathize with the suffering of another person. This course examines a broad swath of literature to challenge readers' concepts of health and disease, life and death, and normality and disability. This course will explore the power of literature to bring coherence and meaning to lives at moments of great physical and emotional crisis.

- **Pre-requisites:** Introduction to Literature

MATH01102 College Algebra (3)

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, trigonometric functions and identities, and systems of equations and inequalities.

MATH02103 Statistics (3)

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.

- **Pre-requisites:** College Algebra (or equivalent)

MATH03101 Biostatistics (3)

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.

- **Pre-requisites:** Statistics (or equivalent)

MEDT01101 Medical Terminology (3)

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.

MICR03101 Microbiology I (3)

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. Course name changed to Microbiology effective Spring 2024.

- **Pre-requisites:** Cell Biology or General Biology I

MICR0L101 Microbiology I Lab (1)

This course emphasizes basic laboratory techniques such as microscopy, staining, and aseptic techniques. Course name changed to Microbiology Lab effective Spring 2024.

- **Pre-requisites:** Cell Biology or General Biology I
- **Co-requisites:** MICR03101

MICR04201 Microbiology II (3)

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. Course name changed to Advanced Microbiology effective Spring 2024.

- **Pre-requisites:** Microbiology I (or equivalent)

MICR0L201 Microbiology II Lab (1)

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. Course name changed to Advanced Microbiology Lab effective Spring 2024.

- **Pre-requisites:** Microbiology I Lab (or equivalent)
- **Co-requisites:** MICR04201

NUTR04101 Nutrition (3)



(MOTR # LITR 100)

This course is an advanced view of nutrition in human systems that includes 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 is covered.

NUTR04201 Sport and Exercise Nutrition (3)

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.

PHIL01101 Medical Ethics (3)



(MOTR # PHIL 102P)

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.

PHYS01101 Physics I (3)



(MOTR # PHYS 150) (MOTR # PHYS 150L- lecture component of lecture/lab requirement)

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.

- **Pre-requisites:** College Algebra

PHYS01101 Physics I Lab (1)



(MOTR # PHYS 150L- lab component of lecture/lab requirement)

This laboratory course accompanies the Physics I course and includes exercises demonstrating lecture topics.

- **Pre-requisites:** College Algebra
- **Co-requisites:** PHYS01101

PHYS01102 Physics II (3)

This course is offered in 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.

- **Pre-requisites:** Physics I or equivalent

PHYS01102 Physics II Lab (1)

This laboratory course accompanies the Physics II course and includes exercises demonstrating lecture topics.

- **Pre-requisites:** Physics I Lab or equivalent
- **Co-requisites:** PHYS01102

PSYH01101 General Psychology (3)



(MOTR # PSYC 100)

This introduction to the field of psychology and the major sub areas includes the biological basis of behavior, sensation, perception, consciousness, learning, memory, language, motivation, emotion, personality, stress, development, abnormal psychology, therapeutic treatment, and social psychology.

PSYH02101 Human Growth and Development (3)

In this course, students will be introduced to the cognitive, physical, socio-emotional, and biological components of development from conception through end of life. Developmental theorists and the application of theory will be introduced. Students will explore their own personal connections to the materials as they apply theory to self. Students will explore their interactions with others in their work/personal/familial environments to apply theory to practice.

- **Pre-requisites:** General Psychology

PSYH03101 Abnormal Psychology (3)

This course examines the historical and current theoretical perspectives and approaches in abnormal psychology. Students will learn about the different types of psychological disorders, with an emphasis on etiology, terminology, and treatment of the major disorders. Students will also examine the diagnostic classification system, including current social and cultural influences and controversies in utilizing this system.

- **Pre-requisites:** General Psychology

PSYH04104 Psychology of Aging (3)

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.

PUBH01101 Introduction to Public Health (3)

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.

SOCI01101 Introduction to Sociology (3)
(MOTR # SOCI 101)

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.



LOGAN UNIVERSITY

ADMISSION POLICIES

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 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, every opportunity is made to provide students with their preferred experience. However due to demand and selection criteria, it is not guaranteed that a student will be selected for their first-choice internship, clinical rotation, or course electives. For more information, students should speak with their Admission Advisor or Academic Success Coach.

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 ready to practice 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 should see section 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. Complete 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's degree through a 3+1, 3+3 or like program as many states require a bachelor's 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 first-year student 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 earn a best of 90 semester hours GPA of 3.0 grade point average before beginning courses in the Doctor of Chiropractic (DC) program. Students with a best of 90 GPA between 2.99 to 2.75 may be admitted to DC through the Alternative Admissions Track Program (AATP). Students with a best of 90 GPA below a 2.75 who 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 the section in the handbook titled "International Applicants."
2. Request 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 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 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 institution is not listed as a partner school on the Logan University website and you are interested in a 3+1 or 3+3 arrangement with Logan, please contact admissions@logan.edu.

OPTION FOUR: ALTERNATIVE ADMISSION TRACK PROGRAM (AATP)

The AATP program is for those candidates who do not meet the admission requirements outlined. Applicants must have one of the following to be reviewed:

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.

*If a student has a best of 90 GPA of 2.75 or higher and less than 24 hours of life and/or physical science, they can be reviewed by the Admissions Committee for possible admittance.

Students may be required to have 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 provisions 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

To facilitate the attainment of course and program objectives, demonstrate required clinical competencies, and assure patient safety, students must meet certain technical standards for admission, progression, and completion of the Doctor of Chiropractic program.

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

An individual must be able to independently, with or without reasonable accommodation, meet the following technical standards. 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 courses of study.

General Abilities: The student must 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 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 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.

**DOCTOR OF HEALTH PROFESSIONS
EDUCATION/ DOCTOR OF EDUCATION**

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

1. Earned a master's degree, first professional degree, or higher from an accredited college or university recognized by the Department of Education (USDE) or the Council for Higher Education Accreditation (CHEA). For international applicants, see the section 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 alternative admissions track (AATP-PREREQ) 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.
6. All accepted students will have an interview with the Program Director.

TECHNICAL STANDARDS

The Doctor of Health Professions Education and Doctor of 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 and Doctor of 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 and Doctor of 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 abilities 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 orientations.
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 they feel may require accommodations to perform any of the tasks identified as essential to DHPE/ EdD education program, it is the student's responsibility to inform the Office of Student Affairs at Accessibility@logan.edu 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).

- a. If the baccalaureate degree was earned at an unaccredited institution, an accredited post-baccalaureate degree is an acceptable alternative.
- b. International applicants should see section titled, "International Applicants."

2. Request 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 coursework in business, accounting, management, math, statistics, health care, or computer science.

- a. Students not meeting the course Pre-requisites may be conditionally admitted with a status of probation.
 - i. Probational students acknowledge that the pre-requisite 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 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. For International applicants see the section in handbook titled "International Applicants."

2. Request 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. Students not meeting the course pre-requisites 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 the special conditions of acceptance for probation students. Logan believes this may 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 APPLIED NUTRITION AND DIETETICS

Applicants for the different concentrations within this degree can apply on a rolling admission and may begin the program in the Fall, Spring, or Summer.

The maximum class size for this degree is limited to 15 students accepted for each fall and 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 video.

ADMISSION REQUIREMENTS FOR THE APPLIED DIETETICS AND NUTRITION DEGREE

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. Pre-requisites must be completed by the end of the prior spring semester for a fall entrance, and by the end of the summer prior for 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. Request 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. Do you have any experience in the nutrition field?
 - c. Why do you want to become an RD?
 - d. What are your short-term and long-term goals?
6. Two letters of recommendation:
 - a. One letter of recommendation must be from a current or former instructor.
 - b. 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 should see section titled, "International Applicants."
2. Request 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. Students not meeting the course pre-requisites 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 STRENGTH AND CONDITIONING

The Master of Science in Strength and Conditioning 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 should see section titled, "International Applicants."
2. Request 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. Students may be admitted through the Alternative Admissions Track Program (AATP) for pre-requisites if they meet the GPA requirement for the program.

- i. AATP-PREREQ students acknowledge that the pre-requisite 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 AATP-PREREQ 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 PERFORMANCE; SPORTS SCIENCE AND REHABILITATION; APPLIED NUTRITION AND DIETETICS; STRENGTH AND CONDITIONING

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's 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 orientations.
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 they feel may require accommodations to perform any of the tasks identified as essential to the MS degree programs, it is the student's responsibility to inform the Office of Student Affairs at Accessibility@Logan.edu 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):

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

1. Complete the online application.
2. For High School graduates and any student with less than 24 semester hours of undergraduate coursework (after graduating high school):
 - a. Request that an official transcript be sent directly to Logan University from accredited High School. If the applicant attended multiple institutions for high school or undergraduate course work, an official transcript must be sent from each institution directly to Logan.
 - b. CGPA from high School
 - c. ACT/SAT Score (within 7 years) - 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.
 - i. ACT Composite Score
Minimum: 23
 - ii. SAT Composite Score
Minimum: 1100
 - d. Students with a high school CGPA between 2.0 to 2.49 may appeal for Alternative Admissions acceptance to the Admissions Committee.
 - i. Students will be coded as AATP-PREQ.
 - ii. Logan University reserves the right to outline special conditions of acceptance

- for AATP-PREREQ 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.
- e. Students without ACT/SAT Score may appeal for Alternative Admissions acceptance to the Admissions Committee.
 - i. Students will be coded as AATP-PREQ.
 - ii. Logan University reserves the right to outline special conditions of acceptance for AATP- PREREQ 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.
- 3. For transfer students with 24 or more semester hours of undergraduate coursework (after graduating high school):
 - a. Request that an official transcript be sent directly to Logan University from all accredited institutions. If the applicant attended multiple institutions for undergraduate course work, an official transcript must be sent from each institution directly to Logan.
 - b. CGPA from undergraduate course work.
 - c. Students with an undergraduate CGPA between 2.0 to 2.49 may appeal for Alternative Admissions acceptance to the Admissions Committee.
- i. Students will be coded as AATP-PREQ.
- ii. Logan University reserves the right to outline special conditions of acceptance for AATP-PREREQ 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.
- 4. GED/HiSET/Home School – Must meet one of the requirements to start in the bachelor's programs:
 - a. ACT/SAT Score (within 7 years) - 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.
 - i. ACT Composite Score
Minimum: 23
 - ii. SAT Composite Score
Minimum: 1100
 - b. Complete 24 semester hours of undergraduate course work either at Logan University as a non-degree seeking student or complete them at another accredited institution.
- 5. International applicants see the section in the handbook titled "International Applicants."

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 their program's minimum graduation requirements.

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, internships, 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.
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 orientations.
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.

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.
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 Sciences program must meet the technical standards for both the bachelor's degree programs and the Doctor of 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 they feel may require accommodations to perform any of the tasks identified as essential to the Bachelor of Science education programs, it is the student's responsibility to inform the Office of Student Affairs at Accessibility@Logan.edu 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 program/majors 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 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.

- 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 primary 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

TECHNICAL STANDARDS – COLLEGE FOR HIGH SCHOOL 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 they feel may require accommodations to perform any of the tasks identified as essential to the student's education program, it is the student's responsibility to inform the Office of Student Affairs at Accessibility@Logan.edu 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 on those occasions in which it would be granted for all students.

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 an international evaluator whom is a current member of the National Association of Credential Evaluation Services (NACES), and an official copy of the evaluation must be sent from the service directly to Logan University.

- b. In the event the program for which 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 admission@logan.edu

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, so students must provide evidence for these additional standards 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 (e.g., Doctor of Chiropractic, Master of Nutrition and Human Performance [Registered Dietitian 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 meet 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.
2. Criminally deviant conduct.
3. Exploitation of an endangered adult or a child.
4. Failure to report battery, neglect or exploitation of a vulnerable adult or a child.
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.

6. Conviction of any crime which requires registration with any state or national sexual offender registry.
7. Aggravated murder.
8. Murder.
9. Voluntary manslaughter.
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.

MASTER OF SCIENCE IN APPLIED NUTRITION AND DIETETICS

All students must submit a drug-screening test and criminal background check at least 4 weeks before any supervised experiential learning starts. The program must receive a response that the applicant has a negative drug screen and has not been convicted of any crime pursuant to Section 324.217 or other disqualifications that would prohibit licensure as a registered dietitian nutritionist.

Students who fail these checks or procedures will be subject to release from the MSAND program.

More information about Section 324.217 and Missouri licensure can be found at: <https://revisor.mo.gov/main/OneSection.aspx?section=324.217> or <https://www.eatrightmissouri.org/page/Missouri-licensure>

IMMUNIZATION POLICY

Logan University does not have university housing and is therefore not legally obligated to

require students to be immunized for measles and rubella prior to registering for classes. However, many campuses with commuter student populations encourage their students to be immunized for these communicable diseases. The University encourages students to research the most current evidence and consult with their healthcare provider to 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 Centers for Disease Control protocols that screen individuals based upon their time outside the United States, and their possible exposure to TB or likelihood 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. ***

Logan University encourages students to take advantage of the most diverse and robust clinical and internship experiences available. However, the University recognizes that some students prefer not to participate in opportunities that require certain immunizations and do not accept 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. Students should be aware, however, that opportunities at larger named organizations may be limited by their policies. These limitations are not imposed by Logan University, but by each organization exercising their right to make informed healthcare choices and policies, just as the student opting for the waiver has. Informed personal choice is central to the profession

Logan is founded upon, and we support those exercising this right. Logan University demonstrates this commitment to informed choice by honoring medical, religious, and personal waivers.

Medical documentation and/or waiver requests not received in the time frame noted or after a reasonable period of time as requested in writing (official communication will be through the student's 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. Students 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 the 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.

MASTER OF SCIENCE IN APPLIED NUTRITION AND DIETETICS

To meet Federal and State health code requirements, each student must provide proof of current immunizations for a minimum of measles, mumps, rubella, chicken pox, tetanus/diphtheria, Hepatitis A and B, influenza, and COVID-19, which includes a tuberculin test completed a minimum of four weeks prior to the start of any supervised experiential learning. Note that individual sites may require additional immunizations and health reports; students will be notified of such issues by the clinical coordinator. The flu and tuberculin tests must be repeated annually. It is the student's responsibility to comply with all immunization and health requirements of the sites to which

they are assigned. This information will be held in the student file.

TRANSFER CREDIT – ALL PROGRAMS

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 is 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. All official transcripts must be submitted within thirty days of the trimester starting to be eligible for transfer coursework. Transfer coursework will not be accepted from organizations such as Straighterline, etc. Transfer credits need to be from an accredited higher education institution. Students currently enrolled at Logan University who wish to take courses elsewhere and transfer the course back to their Logan University program should consult with the Registrar's Office about transfer eligibility prior to registration 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 should return 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 VPAA 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 of C is required for a course to transfer to Logan University. The grades you received at your previous institution(s) will not be calculated into your Logan grade point average; only the credit hours will count on your Logan University transcript.

EQUIVALENT VS. ELECTIVE CREDIT

Transfer courses with descriptions that have an 80% content match 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/ DOCTOR OF 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 VPAA 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 at Logan University; elective credit does not count toward the 30%. Students are allowed a maximum of 12 credit hours to be transferred for the DHPE/EdD program.

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 7 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 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 have an 80% content match 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. A copy of the syllabus for any possible course transfers must be submitted when requested. 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/ Doctor of 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, STRENGTH AND CONDITIONING, APPLIED NUTRITION AND DIETETICS

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 VPAA 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 and 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 Master of Science program.

MILITARY CREDIT

The Masters' programs do 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.**

PRIOR LEARNING

The MSAND Program does not offer the opportunity to earn graduate credit nor supervised experiential learning for non-collegiate sponsored learning (prior learning) at this time.

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).

International applicants should see section titled, "International Applicants."

Courses must have an 80% content match to a course in our undergraduate curriculum and applicable to one of our academic programs.

Excluding Doctor of Chiropractic coursework completed at Logan, 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

At least 25% (36 credit hours) of the degree course requirements need to be completed at Logan University, including any Capstone course.

MISSOURI HIGHER EDUCATION CORE TRANSFER CURRICULUM (CORE 42)

Logan University has signed as an independent institution beginning with the 2020-2021 academic year to participate in the Missouri Core Curriculum Transfer Act, also known as CORE 42. Core 42 is the general education framework for the lower-division courses recommended in all Missouri institutions to meet the basic competencies of Valuing, Managing Information, Communicating, and Higher-Order Thinking within the broad Knowledge Areas of Communications, Humanities & Fine Arts, Natural & Mathematical Sciences, and Social & Behavioral Sciences.

By completing the courses at Logan University designated as part of the CORE 42, students are guaranteed to transfer those courses to all public and participating independent colleges and universities in Missouri. The MOTR logo will be next to courses approved for CORE 42.

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.

Accepted transfer courses completed at an international institution will be transferred as semester hours based on the credit recommendations of the evaluator service used. Please contact the Registrar's Office for specific questions concerning coursework accepted from an international institution.

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 that have an 80% content match of courses taught at Logan will generally transfer as direct course equivalent credits. For example, a General or Introductory to Psychology course at your previous institution, will transfer as Logan's PSYH01101 General Psychology.

Transfer courses that do not have direct course equivalents at Logan will transfer as elective credits within the appropriate academic department.

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

Logan University will grant transfer credit based on the successful completion of an AP exam. AP credit will either be accepted as Logan equivalent coursework, or categorical elective. See the table below for reference on the minimum AP exam scores to receive credit, and how credit will be accepted.

| AP Exam | Minimum Score | Transfer Credit Hours | Course Equiv. |
|-------------------------------------|---------------|-----------------------|----------------|
| 2-D Art and Design | 3 | 3 | Humanities |
| 3-D Art and Design | 3 | 3 | Humanities |
| Art History | 3 | 3 | Humanities |
| Drawing | 3 | 3 | Humanities |
| Music Theory | 3 | 3 | Humanities |
| English Language and Composition | 3 | 3 | ENGL01101 |
| English Literature and Composition | 3 | 3 | Humanities |
| Comparative Government and Politics | 3 | 3 | Social Science |
| European History | 3 | 3 | Social Science |
| Human Geography | 3 | 3 | Social Science |
| Macroeconomics | 3 | 3 | Social Science |
| Microeconomics | 3 | 3 | Social Science |

| AP Exam | Minimum Score | Transfer Credit Hours | Course Equiv. |
|---------------------------------------|---------------|-----------------------|----------------|
| Psychology | 3 | 3 | PSYH01101 |
| United States Government and Politics | 3 | 3 | Social Science |
| United States History | 3 | 3 | Social Science |
| World History: Modern | 3 | 3 | Social Science |
| Capstone Diploma Program | 3 | 3 | Elective |
| Research | 3 | 3 | Elective |
| Seminar | 3 | 3 | Elective |
| Calculus AB | 3 | 3 | MATH01102 |
| Calculus BC | 3 | 3 | MATH01102 |
| Computer Science A | 3 | 3 | Elective |
| Computer Science Principles | 3 | 3 | Elective |
| Statistics | 3 | 3 | MATH02103 |
| Biology | 4 | 4 | BIOL01111 |
| Chemistry | 4 | 4 | CHEM01111 |
| Environmental Science | 3 | 3 | Elective |
| Physics 1: Algebra-Based | 4 | 4 | PHYS01111 |
| Physics 2: Algebra-Based | 4 | 4 | PHYS01112 |
| Physics C: Electricity and Magnetism | 3 | 3 | Elective |
| Physics C: Mechanics | 3 | 3 | Elective |
| Chinese Language and Culture | 3 | 3 | Humanities |
| French Language and Culture | 3 | 3 | Humanities |
| German Language and Culture | 3 | 3 | Humanities |
| Italian Language and Culture | 3 | 3 | Humanities |
| Japanese Language and Culture | 3 | 3 | Humanities |
| Latin | 3 | 3 | Humanities |
| Spanish Language and Culture | 3 | 3 | Humanities |
| Spanish Literature and Culture | 3 | 3 | Humanities |

DANTES STANDARDIZED SUBJECT TESTS (DSST)

Logan University will grant transfer credit based on the successful completion of a DSST. The official transcript will have to display PASS to award credit. Please see the chart below to see applicable courses per test.

| DSST Exam | Transfer Credit Hours | Course Equivalent |
|--|-----------------------|-------------------|
| A History of the Vietnam War | 3 | Humanities |
| Art of the Western World | 3 | Humanities |
| Astronomy | 3 | Elective |
| Business Ethics and Society | 3 | Humanities |
| Business Mathematics | 3 | Elective |
| Criminal Justice | 3 | Social Science |
| Computing and Information Technology | 3 | Elective |
| Environmental Science | 3 | Elective |
| Ethics in America | 3 | Humanities |
| Ethics in Technology | 3 | Humanities |
| Foundations of Education | 3 | Elective |
| Fundamentals of College Algebra | 3 | MATH01102 |
| Fundamentals of Counseling | 3 | Humanities |
| Fundamentals of Cybersecurity | 3 | Elective |
| General Anthropology | 3 | Social Science |
| Health and Human Development | 3 | Social Science |
| Human Resources Management | 3 | Elective |
| History of the Soviet Union | 3 | Humanities |
| Introduction to Business | 3 | Social Science |
| Introduction to Geography | 3 | Social Science |
| Introduction to Geology | 3 | Elective |
| Introduction to Law Enforcement | 3 | Social Science |
| Introduction to World Religions | 3 | Humanities |
| Lifespan Development Psychology | 3 | Social Science |
| Management Information Systems | 3 | Elective |
| Math for Liberal Arts | 3 | Elective |
| Money and Banking | 3 | Elective |
| Organizational Behavior | 3 | Elective |
| Personal Finance | 3 | Elective |
| Principles of Advanced English Composition | 3 | ENGL01201 |
| Principles of Finance | 3 | Elective |

| DSST Exam | Transfer Credit Hours | Course Equivalent |
|----------------------------------|-----------------------|-------------------|
| Principles of Public Speaking | 3 | COMM01101 |
| Principles of Statistics | 3 | MATH02103 |
| Principles of Supervision | 3 | Elective |
| Substance Abuse | 3 | Elective |
| Technical Writing | 3 | ENGL01202 |
| The Civil War and Reconstruction | 3 | Humanities |

COLLEGE-LEVEL EXAMINATION PROGRAM (CLEP)

CLEP allows students who have gained knowledge through independent study, advanced high school courses, non-credit adult courses, or professional development to take examinations for possible college credit. CLEP credit will be accepted by Logan as either Logan equivalent courses or categorical electives. Please review the table below to see how CLEP credit will be awarded.

| CLEP Exam | Minimum Score | Transfer Credit Hours | Course Equiv. |
|---------------------------------------|---------------|-----------------------|---------------|
| Financial Accounting | 50 | 3 | Elective |
| Information Systems | 50 | 3 | Elective |
| Principles of Management | 50 | 3 | Elective |
| Principles of Marketing | 50 | 3 | Elective |
| College Mathematics | 50 | 3 | Elective |
| Natural Sciences | 50 | 3 | Elective |
| College Composition | 50 | 3 | ENGL01101 |
| American Literature | 50 | 3 | Humanities |
| Analyzing and Interpreting Literature | 50 | 3 | Humanities |
| College Composition Modular | 50 | 3 | Humanities |
| English Literature | 50 | 3 | Humanities |
| Humanities | 50 | 3 | Humanities |
| French Language | 50 | 3 | Humanities |
| German Language | 50 | 3 | Humanities |
| Spanish Language | 50 | 3 | Humanities |
| Spanish Language with Writing | 50 | 3 | Humanities |
| Western Civilization I | 50 | 3 | Humanities |

| CLEP Exam | Minimum Score | Transfer Credit Hours | Course Equiv. |
|--|---------------|-----------------------|----------------|
| Western Civilization II | 50 | 3 | Humanities |
| Introductory Business Law | 50 | 3 | Social Science |
| American Government | 50 | 3 | Social Science |
| History of the United States I | 50 | 3 | Social Science |
| History of the United States II | 50 | 3 | Social Science |
| Human Growth and Development | 50 | 3 | Social Science |
| Introduction to Educational Psychology | 50 | 3 | Social Science |
| Introductory Psychology | 50 | 3 | PSYH01101 |
| Introductory Sociology | 50 | 3 | SOC101101 |
| Principles of Macroeconomics | 50 | 3 | Social Science |
| Principles of Microeconomics | 50 | 3 | Social Science |
| Social Sciences and History | 50 | 3 | Social Science |
| Biology | 50 | 3 | BIOL01111 |
| Chemistry | 50 | 3 | CHEM01111 |
| College Algebra | 50 | 3 | MATH01102 |
| Calculus | 50 | 3 | MATH01102 |
| Precalculus | 50 | 3 | MATH01102 |

INTERNATIONAL BACCALAUREATE (IB)

Official IB transcripts must be sent directly to Logan University's Office of Admissions from the International Baccalaureate Organization in order to be accepted as transfer credit. Logan University will only grant transfer credit for higher level subject matter as categorical electives. Higher level science courses will transfer as general elective credit.

Please review the table below to see how IB credit will be accepted.

| IB Exam | Minimum Score | Transfer Credit Hours | Course Equiv. |
|---------------|---------------|-----------------------|----------------|
| History HL | 4 | 3 | Humanities |
| Geography HL | 4 | 3 | Social Science |
| Economics HL | 4 | 3 | Social Science |
| Philosophy HL | 4 | 3 | Humanities |
| Psychology HL | 4 | 3 | Social Science |

| IB Exam | Minimum Score | Transfer Credit Hours | Course Equiv. |
|---------------------------------------|---------------|-----------------------|----------------|
| Social Anthropology HL | 4 | 3 | Social Science |
| English A: Literature HL | 4 | 3 | Humanities |
| English A: Language and Literature HL | 4 | 3 | ENGL01101 |
| French HL | 4 | 3 | Humanities |
| German HL | 4 | 3 | Humanities |
| Spanish HL | 4 | 3 | Humanities |
| Latin and Greek HL | 4 | 3 | Humanities |
| Theater Arts HL | 4 | 3 | Humanities |
| Music HL | 4 | 3 | Humanities |
| Mathematics HL | 4 | 3 | Elective |
| Information Technology HL | 4 | 3 | Elective |
| Biology HL | 4 | 3 | BIOL01111 |
| Chemistry HL | 4 | 3 | CHEM01101 |

MILITARY CREDIT

We award six elective undergraduate credits 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.

COMMUNITY COLLEGE OF THE AIR FORCE (CCAF)

Physical education courses may be accepted as transfer elective credit. Any other courses will need to be evaluated by our Registrar's office for transfer credit.

DEFENSE LANGUAGE INSTITUTE FOREIGN LANGUAGE CENTER (DLIFLC)

We will accept transfer credit for up to 6 hours of humanities and 6 hours of elective credit for sequential courses in a foreign language.

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. 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. 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.

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 e-mail 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 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 hours 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 to award academic credentials and determine federal funding, including institutional, program, and student enrollment status and eligibility.

ACADEMIC CALENDAR

The Registrar maintains the Academic Calendar for the University. The institution posts a three-year tentative academic calendar to assist students, faculty, and staff with future planning. The calendars are subject to change, but 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

The Office of the Registrar maintains official transcripts and official student records. Students needing an official transcript may request them from the Registrar's office.

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 their 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. Students can request an Official Transcript through www.Parchment.com. Degrees will not be posted until all final, successful grades for the degree have been completed.

UNOFFICIAL TRANSCRIPTS

An unofficial transcript is issued directly to the student through the self-service portal or by request via the Registrar's Office at Registrar@logan.edu.

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 with the incomplete policy.

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.

CR Credit. The student is awarded transfer credit for a course in a graduate or professional program. No point value is earned, and a grade of CR 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 with the Add/Drop 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 institutional 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. Master's 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 displays a course was remediated and a C was earned. RF displays a course was remediated and an F was earned).

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:

Admissions records

Location: Admissions Office

Custodian: Director of Admissions or Designee

Advising records

Location: Academic Advisor/ASC Office

Custodian: Academic Advisor/ASC

Academic records

Location: Registrar's Office

Custodian: Registrar

Disability records

Location: Student Affairs

Custodian: Assoc. Dean of Students for Care, Access & Community Standards or Designee

Disciplinary records

Location: Student Affairs

Custodian: Dean of Students

Accounting records

Location: Business Office

Custodian: Chief Financial Officer

Financial aid records

Location: Financial Aid Office

Custodian: Financial Aid Director

Supplemental Seminar & Training Certification

Location: Postgraduate Office

Custodian: Director of Continuing Education in Institutional Advancement

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 withdrawal.
2. Suspension/Expulsion

3. Financial aid suspension
4. Account balances due
5. Invalid address
6. Missing documents

RECORDS HOLD

1. Outstanding financial obligations to the University
2. Invalid address
3. Financial Aid exit counseling

ENROLLMENT DEFINITION/STATUS

DOCTOR OF CHIROPRACTIC PROGRAM

- Full-time load = 12 or more credit hours
- Part-time load = 6-11 credit hours
- Less than Part-time load = 5 credit hours or less
- *Typical load is between 20-30 credit hours per trimester (See ADP).

DOCTORATE AND MASTER OF SCIENCE PROGRAMS**

- Full-time load = 9 or more credit hours
- Part-time load = 5-8 credit hours
- Less than Part-time load = 4 credit hours or less
- *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 = 6-11 credit hours

- Less than Part-time load = 5 or less credit hours
- *More than 18 hours must be approved in advance by the Program Director

REGISTRATION OVERLOAD

Students must be in good academic and financial status in order to apply to overload their enrollment for the trimester. The application must be submitted in writing to the Program Director prior to the end of the add/drop period of the respective trimester. The overload decision of the Program Director may be appealable to the College Dean. Students who are enrolled in two or more programs at Logan University are exempt from the overload application policy.

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

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 outlined in the catalog under which they matriculate the program.

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

Students automatically registered for courses are subject to all Logan academic and administrative policies, including those regarding tuition due dates and professional conduct.

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 student’s 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 student’s 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 student’s schedule in the student information system. Students wishing to register for elective courses will continue to follow the elective registration process noted under “Elective Registration.”

Mixed trimester class level is contingent on Clinical Methods or Clinic enrollment and the associated trimester.

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 unenrolled/inactive in their degree program for more than three consecutive trimesters and whose academic record meets the current standards for Satisfactory Academic Progress (SAP).

RE-ENTRY STUDENT – PROBATION

A re-entry student on academic probation is a student who has not been unenrolled/inactive in their degree program for more than three consecutive trimesters and whose academic record does not meet the current standards for SAP.

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 academic probation student 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 unenrolled/inactive in any of Logan's programs for more than three consecutive trimesters, regardless of their academic performance.

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

Students are required to go to a re-entry admissions committee if they were not in good academic standing. Students that are resuming under good academic standing will continue

through Admissions and the student will be provided an updated ADP and automatically registered for classes.

ELECTIVE COURSE REGISTRATION: DOCTOR OF CHIROPRACTIC ONLY

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 6 or higher in addition to all of the listed prerequisites to register for elective courses. Prerequisites 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.

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 and schedules.

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.

Courses not meeting the minimum enrollment requirement may be canceled after the first two weeks of open registration through the add/drop period. Electives in the Doctor of Chiropractic may be canceled up to a week before the start of the term. Students will be notified via their Logan email address that the course has been canceled, and their registration will update in Self-Serve.

Students will be given the opportunity to add open courses to their schedule through the add/drop period.

AUDITING A COURSE

Students who audit a course 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.

However, if students choose to participate in classroom discussions and laboratory exercises as an auditing student, it 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 they 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, and 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 their Academic Success Coach.
2. A student may add a course through the first day of the third week of a 15-week course and through the first day of the second week for Session and FAST courses.
3. 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 and submit their course drop through Self-Serve.
2. The student must submit the request in Self-Serve 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 first day of the third week of a 15-week course and

- b. The last day of the first week for a course of seven 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 and GPA.

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 second day of the third week through the first day of the eleventh week of a 15-week course or
 - b. The first day of the second week through the last day of the fourth week of a course that is seven weeks.
 - 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. This means if a student drops or withdraws from a course, their 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 DURING CLINICAL ENROLLMENT

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 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.

INTERRUPTION 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 who interrupt for more than three consecutive trimesters will need to reapply through admissions.

Students requesting to interrupt from the University must notify their Academic Success Coach and complete the Withdraw/Interrupt form. Additionally, students are encouraged to

meet with their Program Director or 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 interrupt will have on their financial obligations to the University and/or the federal government.

INTENT TO WITHDRAW DEFINITION

Intent to withdraw 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 **withdrawal date** is determined by the date the withdrawal form is submitted. **Official notification** of intent to withdraw is determined based on the student's 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 the 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.

WITHDRAW PROCESS

1. In order to withdraw from Logan University, students must contact their Academic Success Coach to receive and complete an electronic withdraw form.
 - a. Students who do not complete the withdraw form and cease participation in courses will be administratively withdrawn after one week of the withdraw form being sent.
 - b. A course grade of W will appear on the student's academic transcript if they withdraw during the withdraw period as outlined on the academic calendar.
2. A student must participate in at least one class during the official add/drop period to be considered officially enrolled at the University. Students who fail to establish participation during the add/drop period in at least one enrolled course will be administratively dropped from all courses and withdrawn from the University for the trimester.

3. Simply ceasing to attend a class/es after enrollment is established during the add/drop period does not constitute a withdrawal. The final grade printed on the transcript will be the grade earned with zero's given for any missing graded work. A grade of W/F will be given if participation has ceased which resulted in a final grade of "F" in the course. A grade of W/F may impact your financial aid eligibility and will calculate as an "F" towards the cumulative grade point average.

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 student's 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 their 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, such as 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. 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, the Student Care Manager, or the 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 that is 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.

In extreme special circumstances, a student may have been unable to meet the deadline to drop or withdraw from classes. In these situations, a student may petition for a late drop or withdrawal. After the last day to drop or withdraw within a trimester, a student may drop or withdraw only for major mental or physical illness, active-duty military, significant incapacity, or another life-changing event.

A Petition for Late Drop or Late Withdrawal is considered on an all-or-nothing basis. If a petition is granted for one course, it will be granted for all courses taken in that same semester and/or part of term. Exceptions to this will be made only if the documentation confirms that the extenuating circumstance cited directly impacts only part of the student's schedule. The petition must be submitted no later than the end of the term for which the request is made. All other requests will be denied unless documentation confirms that the major extenuating circumstance being cited precluded

submission by the end of the semester of enrollment for which the petition is being sought.

In the cases in which a petition is approved, the Department of Student Affairs will also determine the effective date of the drop/withdraw based on the date that the extenuating circumstance occurred as provided on the petition documentation. The effective date will be used by the Office of Student Accounts to determine whether any tuition refund is owed.

A separate calculation is required for determining the amount of financial aid a student has earned. Students receiving financial aid should contact the Financial Aid Office prior to submitting the appropriate documentation for a Petition for Late Drop or Late Withdrawal. Veterans receiving benefits should check with your Logan VA funding representative and international students on an F visa should check with the Designated School Official (DSO) before submitting a Petition for Late Drop or Withdrawal under this procedure.

Granted petitions for a late drop will result in the courses being dropped from the student record, and thus will not populate on the student transcript. Granted petitions for late withdrawals will result in the course being withdrawn from the student record, and a course grade of "W" will populate on the student transcript. Additionally, withdrawn courses are used in the calculation of SAP and may impact the ability to complete the degree program within the maximum time period allowed, financial aid eligibility, and anticipated graduation date.

Students will need to contact their Academic Success Coach to register for classes if returning within one academic year. A student returning to Logan after three consecutive trimesters of non-enrollment will need to reapply.

APPROPRIATE DOCUMENTATION NEEDED FOR THE PETITION INCLUDES:

Personal statement written by the student that outlines their life-changing event and its impact on their academic progress.

Professional letter(s) of support from doctors, counselors, lawyers, etc., knowledgeable of the student's situation.

All letters must be on letterhead and contain a signature block with a personal signature.

Letters must include dates of service and detail the service provided to the student.

Letters should address why the student should be granted a special circumstance drop/withdrawal, as well as how the circumstances have impacted the student's ability to attend classes, and/or meet academic obligations.

PROCEDURES FOR REQUESTING A LATE DROP OR LATE WITHDRAW

Submit the Petition for Late Drop or Late Withdraw documents to StudentAffairs@logan.edu before the end of the semester for which you are seeking the Late Drop or Late Withdrawal. Requests submitted after the semester will be considered only if documentation confirms that the documented major extenuating circumstance precluded you from applying by the semester's end.

All appropriate documentation must be included in the petition. Incomplete petitions will be denied without review.

Petition decisions will be returned to the student by email through their Logan account within 10 days of the documents being received. Petition decisions are final.

ADMINISTRATIVE WITHDRAWAL, SUSPENSION, 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 reapply/re-enroll based on processes and procedures outlined elsewhere in this handbook and the admissions process.

A student may be suspended or expelled due to behavior or academic policy violations. A

suspended student may reapply/re-enroll as outlined in their suspension letter. An expelled student may not reapply.

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 SEPARATION

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

1. Medical Withdrawal
2. Compassion Withdrawal
3. Military Withdrawal
4. General Withdrawal
5. Administrative Withdrawal
6. Administratively Suspended
7. Administratively Expelled

READMISSION/RE-ENTRY AFTER WITHDRAWAL/SUSPENSION **GENERAL READMISSION POLICY AND PROCEDURE**

Students who have withdrawn from Logan University in good standing (records must reflect compliance with SAP) and have been unenrolled 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 unenrolled 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 unenrolled for more than one academic year, in most cases, must reapply 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 Admissions or Student Advancement Committee (as outlined above) will review the application and make a recommendation to the Dean.

READMISSION AFTER ACADEMIC SUSPENSION

A student may apply for readmission after an academic suspension to the Admissions Re-Entry Committee after one academic year unless otherwise outlined in their suspension or appeal letter.

The application must include a written statement

1. Outlining the reasons for the suspension and what has changed since that time;
2. Outlining a success plan to ensure improved academic success; and
3. Providing 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 Admissions committee will review the application and make a recommendation to the Dean.

READMISSION AFTER CONDUCT SUSPENSION

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

The application must include a written statement

1. Outlining the reasons for the suspension and what has changed since that time;
2. Outlining a success plan to ensure improved academic success; and

3. Providing 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 Admissions committee will review the application and make a recommendation to the Dean.

READMISSION AFTER EXPULSION

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

ACADEMIC 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 in 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 Incomplete (I) may be issued in cases where a student has satisfactorily completed a substantial portion of the course and, due to circumstances beyond the student's control, cannot successfully complete the course by the last day of the trimester. Students must request in writing to their instructor a grade of I. The instructor determines whether to grant the request and, if granted, must submit an Incomplete Grade Form to their supervisor for approval to be submitted to the Registrar's Office for processing.

The Incomplete Grade Form documents the student's and faculty member's acknowledgement of the outstanding course requirements and associated deadlines for completion. Upon completion of the outstanding requirements, the instructor will submit a Grade Change Form to their supervisor to reflect the earned grade. This form will then be submitted to the Registrar's Office for processing. In the event the student does not complete the terms of the Incomplete agreement, the grade will be changed to an F.

A student may not enroll in the same course while an I grade is outstanding. Students must satisfactorily complete an incomplete course before registering for courses for which the incomplete course is a prerequisite. In the DC program, where courses may be prerequisites for the following trimester's course sequence, the student may attend the next trimester's course

during the two-week Add/Drop period. If the student satisfactorily completes the incomplete course during the allotted time, the student will be added to the next course's roster. If they do not pass the incomplete course by the end of the Add/Drop period, they will be registered to repeat that course.

In the event a faculty member denies an Incomplete request, the student may appeal the decision to the Program Director (College of Health Sciences) or Assistant Dean (College of Chiropractic). Appeal decisions are final and will be communicated in writing to the student and faculty member.

Considering the timelines for rectifying incomplete grades (see below), written requests and decisions must be made and communicated promptly.

TIMELINES FOR RECTIFYING INCOMPLETE GRADES

College of Chiropractic

The deadline to rectify an Incomplete grade in the DC Program is the end of the Add/Drop period of the following trimester, which is at the beginning of week three.

College of Health Sciences

The deadline to rectify an Incomplete grade in the program is the end of the add/drop period of the following trimester. Each program's add/drop dates are noted in the academic calendar.

In extraordinary circumstances, the College Dean/Provost may approve an alternate, longer time period for an incomplete grade.

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 TI student, their cumulative GPA and SAP will be calculated using their TI term GPA without the failed course included.
4. The student may not have any outstanding incomplete 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 members 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.
- c. Students who successfully complete the remediation track will have their final grade changed to an RC.
6. For 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 (e.g., 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.

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.
2. 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. 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 Central time 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 converts to an F, and the student must repeat the course.
 - i. For 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 prerequisite for another course and the student does not pass the remediation exam, the student may not take the

next course in the sequence.

- ii. If the course is a prerequisite for clinic, the student cannot begin clinic until the 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.
3. In extenuating circumstances, the Provost has the authority and justification to override a grade appeal decision based on the thorough knowledge of the facts of the appeal.

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, arbitrariness 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 in which students have been assigned grades based on academic dishonesty or academic misconduct, which are addressed 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 is designed 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. The appeal must be of a final grade issued in the course (this can include an appeal of how a portion of the final grade affected the overall final grade issued).
2. The student must discuss the appeal with the lead instructor/supervising clinician within one week of the grade being issued.
3. If after this discussion the student believes their grade was assigned in an arbitrary and/or 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.
4. 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.
5. 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.

6. 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:

1. The last day of your last trimester of enrollment; or
2. The date your Intent to Withdraw 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 withdraw 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 given trimester. In these cases, a student will earn a WF on their transcript.

Where Institutional Abandonment is determined, the University 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 the refund policy for the financial consequences of this action.

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

| Letter | Percent | GPA |
|--------|----------|-----|
| A | 90 – 100 | 4.0 |
| B | 80 – 89 | 3.0 |
| C | 70 – 79 | 2.0 |
| F | < 70 | 0 |

*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). The graduation requirement for the Doctor of Chiropractic is above a C average at 2.25.

UNDERGRADUATE DEGREE PROGRAMS

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

For information regarding the Master of Science in Applied Nutrition and Dietetics grading and required competency grades, please refer to the program handbook available on www.Logan.edu.

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 HONORS

DEAN'S LIST

To qualify for **Dean's List** each trimester, students need to be enrolled in a minimum of five credit hours in their respective programs, and they need to meet the below listed trimester term grade point average. Students will be recognized on the campus monitors and Learning Management System announcements as Dean's List recipients.

- Undergraduate students need a 3.5 trimester grade point average.
- Master's degrees, Doctor of Health Professions program students, Doctor of Education and Doctor of Chiropractic program students need a 3.75 grade point average.

Students earning Deans' List distinction for every trimester will be recognized with a plaque at graduation. Students who wish to opt out of public recognition of Dean's List honors may do so by notifying the Registrar's Office at the start of each trimester.

GRADUATION HONORS

DC Degree Program

The **Valedictorian** of the DC graduating class, the student achieving the highest cumulative DC GPA, will receive a medallion to wear at commencement.

- **Cum Laude:** Students graduating with a cumulative grade point average of 3.6-3.74.
- **Magna Cum Laude:** Students graduating with a cumulative grade point average of 3.75-3.89.
- **Summa Cum Laude:** Students graduating with a cumulative grade point average of 3.9-4.0. Students graduating with this distinction will receive an honors cord to wear at commencement.

When calculating academic honors, there is no rounding allowed to move to the next honors status.

DHPE, EdD, MS Degree Programs

Students enrolled in graduate degree programs who graduate with a 3.9 cumulative grade point average or higher will have the designation of "with high distinction." Students graduating with this distinction will receive an honors cord to wear at commencement.

Students enrolled in graduate degree programs who graduate with a 3.6-3.89 cumulative grade point average will have the designation of "with distinction." When calculating academic honors, there is no rounding allowed to move to the next honors status.

UNDERGRADUATE Degree Programs

- **Cum Laude:** Students graduating with a cumulative grade point average of 3.6-3.74.
- **Magna Cum Laude:** Students graduating with a cumulative grade point average of 3.75-3.89.
- **Summa Cum Laude:** Students graduating with a cumulative grade point average of 3.9-4.0. Students graduating with this distinction will receive an honors cord to wear at commencement.

When calculating academic honors, there is no rounding allowed to move to the next honors status.

ACADEMIC PROBATION POLICIES

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 with a defined period to re-establish SAP.

Students receiving financial aid should review the financial aid standards of the satisfactory academic progress policy to understand the impact their academic performance may have on their financial aid eligibility. The financial aid standards of satisfactory academic progress policy are different than the Satisfactory Academic Policy for Academic Standing.

SATISFACTORY ACADEMIC PROGRESS (SAP)

Satisfactory Academic Progress (SAP) is calculated at the beginning of the student's second trimester.

Students enrolled at Logan University will have SAP calculated based on all attempted courses. Completed programs are not calculated into SAP.

CHANGING DEGREE PROGRAMS AND SAP CALCULATION

When a student changes level of degree, the credits 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.

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, DOCTOR OF EDUCATION & MASTER OF SCIENCE PROGRAMS

Doctor of Health Professions Education (DHPE), Doctor of Education (EdD) and Master of Science students must achieve a CGPA of 3.0 or higher at the end of each trimester of enrollment. Registered Dietitian students must obtain a grade of B or higher in all courses completed.

BACHELOR OF SCIENCE IN HUMAN BIOLOGY DEGREE PROGRAM

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, at the end of each trimester of enrollment, Bachelor of Science in Life Science students must achieve a CGPA of 3.0 or higher at the end of each trimester of enrollment, including accepted transfer credit, at the end of each trimester of enrollment.

QUANTITATIVE: MAXIMUM TIME FRAME OR PACE

PACE is the federal government's definition of Progress to Academic Degree. 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 credits attempted and completed toward completing the student's program.

QUANTITATIVE: PACE: FIRST TRIMESTER STUDENTS ONLY

DOCTOR OF CHIROPRACTIC

A student must complete (with a passing grade) at least 50 percent of the total attempted credit hours in the 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. If a student fails to pass the 50 percent total attempted hours on the first trimester, they will be placed on Academic Probation I.

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) will have their PACE calculated as follows:

- One course:
 - PACE will not be calculated until the 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 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. DC students must finish their degree in 15 trimesters from the date of initial enrollment, and/or within the total 365 attempted credit hours, whichever comes first.

DOCTOR OF HEALTH PROFESSIONS EDUCATION & DOCTOR OF EDUCATION

DHPE and EdD students must finish coursework within seven calendar years from the date of initial enrollment.

MASTER OF SCIENCE NUTRITION AND HUMAN PERFORMANCE, APPLIED NUTRITION AND DIETETICS, SPORTS SCIENCE AND REHABILITATION, INTEGRATIVE PEDIATRICS, AND HEALTH INFORMATICS

Master of Science students must finish coursework within five calendar years from the date of initial enrollment.

BACHELOR OF SCIENCE HUMAN BIOLOGY, LIFE SCIENCE

Bachelor of Science students must finish coursework within seven calendar years from the date of initial enrollment. If a student fails to complete a bachelor's degree within seven

calendar years, they will be sent to the Student Advancement Committee (SAC) for review and recommendations for a final decision regarding their enrollment status.

ACADEMIC PROBATION I

COLLEGE OF CHIROPRACTIC

In the event one of the following circumstances is present, a student will be placed on Academic Probation 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. Entering the DC program under the Alternative Admissions Track Program (AATP).
5. A first trimester student who fails to meet 50 percent of the total attempted credit hours.

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 regular 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 is a requirement of enrollment, and failure to do so may be cause for academic suspension.

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 Registrar reviews Probation I students' performance at the end of each trimester and makes one of the following recommendations: to update academic standing.

END OF PROBATION I REVIEW

1. The Registrar will send a letter removing the student from Academic Probation I or
2. The Registrar will send a letter to the students who have failed to meet the terms of their probation and they will be moved to Academic Probation II at Logan University.

COLLEGE OF HEALTH SCIENCE

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

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

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 is a requirement of enrollment, and failure to do so may be cause for academic suspension.

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.

ACADEMIC PROBATION II

ALL PROGRAMS

Any student who fails to meet good academic standing at the end of Probation I will automatically be moved to Academic Probation II. The Registrar's office will send a letter to these students informing them of their Probation II status.

Academic Probation I and II may not exceed one trimester each.

APPEAL AFTER ACADEMIC PROBATION II

ALL PROGRAMS

Any student failing to return to good academic standing, as outlined under the Academic

Probation II policy, may petition, in writing, for consideration of an additional term of academic probation which will be Academic Probation III. Students who are on Academic Probation II will need to submit a letter of appeal to their Academic Success Coach (ASC) within the time frame provided. The (ASC) will then forward the appeal letter(s) to the Student Advancement Committee (SAC) to be considered in conjunction with student academic performance, behaviors, and compliance with Academic Probation I and II recommendations.

Students can only be on Academic Probation I and II for two consecutive trimesters before they need to appeal to the Student Advancement Committee (SAC) for continuing on Academic Probation III.

In the event a student fails to return to good academic standing at the end of Academic Probation II, the student will be academically suspended from Logan University if they choose not to send in a letter of appeal to the SAC. The SAC committee's recommendation is sent to the College Dean of the Program for the final decision on whether to move a student to Academic Probation III.

There is no limit or penalty to the cumulative times a student falls out of good academic standing, as long as conditions are met to return to good academic standing in prescribed periods of time. No student will be allowed to graduate from Logan University who is not in good academic standing.

ACADEMIC PROBATION III

A student may be placed on Academic Probation III, based on

1. The student's appeal letter being submitted within the required time frame.
2. The recommendation of the Student Advancement Committee (SAC).
3. Subsequent approval by the Dean/Provost.

Academic Probation III provides one additional trimester to successfully meet the requirements

detailed in their approval letter. At the conclusion of the trimester, the student will be restored to good academic standing or moved to an Academic Suspension status.

Under extraordinary circumstances, the student may be granted an additional trimester after being on Academic Probation III. The same rules apply, and the student would have to submit another letter of appeal to the SAC committee.

ACADEMIC SUSPENSION

Academic suspension occurs when a student is unsuccessful in returning to satisfactory academic progress after proceeding through two consecutive trimesters on Academic Probation I and II. However, students can send an appeal letter to the SAC committee to apply for one more trimester on Academic Probation III. The letter should include the reasons for not making academic progress and any hurdles the student has encountered during the previous trimesters affecting their academic success. If a student does not send an appeal letter in the required time frame, they will be academically suspended from Logan University.

A student who has been academically suspended may not re-apply to the University for one academic year or as otherwise defined in their suspension letter. After one academic year has passed, the student will need to reapply through the Student Advancement Committee (SAC).

MASTER OF SCIENCE IN APPLIED NUTRITION AND DIETETICS

Students must adhere to all policies and procedures of the graduate program and those of the supervised experiential learning sites at all times. The MSAND Program Director, Clinical Coordinator, or Academic Success Coach will issue a written warning to any student who fails to comply with stated policies and procedures of the program. These written warnings will be retained in the student's academic file. Receipt of three written warnings will lead to termination from the MSAND Program.

In addition, any student may be placed on probation, suspended, or expelled from the MSAND program if:

- A student demonstrates insubordination, unprofessional, or unethical behavior at any of the experiential learning sites.
- A student remediates more than two assignments in a course.
- A student repeats more than two courses, or the same course more than twice.
- A student remediates more than one failed rotation.
- A student's work is deemed unsatisfactory despite attempts at remediation.

Suspension and dismissal recommendations are referred to the Student Advancement Committee for review through the appeals process.

APPEALS PROCESS

1. The student shall petition in writing an appeal letter to the Student Advancement Committee (SAC) via their Academic Success Coach by the end of Monday on week one of break.
 - 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 recommendations.
2. The SAC will meet on Wednesday of week 1 of break to review the appeal letters and the student records to make a recommendation to the College Dean whether to suspend the student or place the student on Academic Probation Level III by Thursday of week 1 of break.
3. The Dean of the College will make the final decision and notify the student, the SAC chair, and the Registrar by Monday of week 2 of break.
4. The student may write a letter to the Vice President of Academic Affairs (VPAA) for reconsideration of the Dean's decision

only in instances in which the student believes their denial was granted due to bias, discrimination, administrative error in policy procedure, or to provide additional supporting documentation for an extenuating circumstance that would not have been available to the SAC at the time of the appeal.

- a. The letter to the VPAA must be received by Wednesday of week 2 of break. The student will receive communication from the VPAA by Friday of week 2 of break if the Dean's decision stands or is in the process of reconsideration.

STUDENT ADVANCEMENT COMMITTEE (SAC)

The purpose of the Student Advancement Committee (SAC) is to consider student appeals requesting additional time to regain satisfactory academic progress (SAP) as outlined in the SAP policy and Academic Probation policy above.

The SAC reviews the written appeal by the student, the student academic record, and the course work remaining in the program to form their recommendations to the College Dean. The chair of the committee may choose to interview the student and reserves the right to verify information presented in the student's 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 College 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.

The committee chair presents the committee's recommendation to the College Dean who makes the final decision. The College 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 also sent to the Registrar to be included in the student's official record.

If the appeal is denied, the letter shall include recommendations on what the student needs to do to strengthen their application should they choose to reapply in the future.

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. The Finance Office provide official tuition and fee amounts. The amounts listed below are estimates. Refer to each program for tuition, course, lab, and other costs associated with that program. Details on the full cost of attendance are located on the Logan website: <https://www.logan.edu/admissions/costs-financial-solutions/>.

DOCTOR OF CHIROPRACTIC

| Item | Fee |
|---|----------|
| Application Fee (non-refundable) payable with application | \$50 |
| Tuition Deposit (non-refundable applied to tuition) | \$300 |
| Trimester Flat Rate Tuition (12 or more trimesters)* | \$13,520 |
| Underload (per credit hour) | \$1,135 |
| Activity Fee (each trimester) | \$50 |
| Payment Plan Fee | \$25 |
| Late Registration Fee | \$100 |
| Late Payment Fee | \$100 |
| Transcripts | \$10 |
| ID Replacement | \$15 |

| Item | Fee |
|--|---------|
| Doctor's Bag including Diagnostic Kit and White Coat (Tri 1 students only) | \$1,595 |

In the Doctor of Chiropractic Program, a full-time student is defined as a student registered in 12 or more credit hours. A less than half time student is defined as a student who is registered for 5 or fewer credit hours. To qualify for federal loans or for an in-school deferment of federal loans, a student must be registered in at least 6 credit hours applicable to their degree.

DOCTOR OF HEALTH PROFESSIONS EDUCATION & DOCTOR OF EDUCATION

| Item | Fee |
|---|-------|
| Application Fee (non-refundable) with application | \$50 |
| Tuition Deposit (non-refundable to tuition) | \$100 |
| Tuition Per Credit Hour | \$800 |
| Payment Plan Fee | \$25 |
| Late Registration Fee | \$100 |
| Late Payment Fee | \$100 |
| Transcripts | \$10 |
| ID Replacement | \$15 |

In the Doctor of Health Professions Education Program and Doctor of Education program, 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 5-8 credit hours. A less than half time student is defined as a student who is registered for 4 or less credit hours. To qualify for federal loans or for an in-school deferment of federal loans, a student must be registered in at least 5 credit hours applicable to their degree. Cost is charged per registered credit hour.

MASTER OF SCIENCE: NUTRITION AND HUMAN PERFORMANCE | SPORTS SCIENCE AND REHABILITATION | HEALTH INFORMATICS | APPLIED NUTRITION AND DIETETICS | STRENGTH AND CONDITIONING | INTEGRATIVE PEDIATRICS

| Item | Fee |
|---|-------|
| Application Fee (non-refundable) payable with application | \$50 |
| Tuition Deposit (non-refundable, applied to tuition) | \$100 |
| Tuition Per Credit Hour | \$600 |
| Payment Plan Fee | \$25 |
| Late Registration Fee | \$100 |
| Late Payment Fee | \$100 |
| Transcripts | \$10 |
| ID Replacement | \$15 |
| PedTRA Practicum Fee (Integrative Pediatrics only) | \$500 |

In the master's programs, 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. A less than half-time student is defined as a student who is registered for 4 or less credit hours.

Cost is charged per registered credit hour. To qualify for federal loans or for an in-school deferment of federal loans, a student should be registered in at least 5 credit hours applicable to their degree.

BACHELOR OF SCIENCE: HUMAN BIOLOGY | LIFE SCIENCE

| Item | Fee |
|---|-------|
| Application Fee (non-refundable) payable with application | \$25 |
| Tuition Deposit (non-refundable, applied to tuition) | \$50 |
| Tuition Per Credit Hour (Merit scholarships may reduce tuition) | \$375 |
| Activity Fee (each trimester) On-Campus only | \$50 |
| Payment Plan Fee | \$25 |
| Late Registration Fee | \$100 |
| Late Payment Fee | \$100 |
| Transcripts | \$10 |
| ID Replacement | \$15 |

In the bachelor's Programs, 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 6-11 credit hours. A less than half-time student is defined as a student who is registered for 5 or less credit hours. Cost is charged per registered credit hour. To qualify for federal loans or an in-school deferment of federal loans, a student should be registered in at least 6 credit hours applicable to their degree.

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. A student must be enrolled in a degree-seeking program or be enrolled in courses required for admission to the Doctor of Chiropractic Program or a graduate program in order to receive federal loans. Options for private loans may be available to non-degree students.

TUITION DUE DATES

Tuition and fees are due prior to the end of the first week of classes. Tuition and fees for registrations during the add/drop 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

This fee is automatically charged at the beginning of each trimester and due in full prior to the end of the first week of classes. Activity fees are only charged for students taking on-campus classes.

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 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

Students wishing to set up a monthly payment plan must speak with Student Accounts before the trimester starts. 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 end of the first week of classes 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 not submitted a signed and approved payment plan may be dropped from their courses for financial reasons at the close of business, 4:30 p.m., at the end of the add/drop period. Students who are dropped from classes are responsible for any assessed pro-rated tuition and fees.
3. Students registered in a session must have any outstanding balance paid prior to the end of the first week of classes. Students who have not made payment may 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 payment policy and requests students be withdrawn for failure to pay tuition. The Student Accounts 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 Office 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 may 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 CARD 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.

CHECK & MONEY ORDER PAYMENTS

Students may pay in person via 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 trimester 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 in which they fail to establish attendance and financial aid eligibility will be re-calculated based on the revised enrollment status.

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.) to 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

financial aid is returned, students are responsible for any balance due to the institution.

If a payment made with a credit card results in a credit balance on the account, the credit balance will be refunded back to the card on file.

REFUND POLICY FOR TUITION CHARGED AS A FLAT RATE

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

- Reductions in course load that reduce credits to eleven 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.

REFUND POLICY FOR TUITION CHARGED PER CREDIT HOUR

All programs, except for students enrolled in 12 or more credit hours in the Doctor of Chiropractic program, charge tuition at 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.

TRIMESTER COURSES:

- 100% if dropped through Monday of the third 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.

FAST TRACK & SESSION 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 COURSES

- Courses dropped prior to the end of the add/drop period will receive a 100% tuition refund. After the add/drop period, no refund will be issued.

SOURCES OF FINANCIAL AID AND SCHOLARSHIPS

SCHOLARSHIPS

LOGAN SCHOLARSHIPS: Numerous scholarships are offered to current students. The application period for the majority of these scholarships is typically during December/ January and available through Scholarship Universe.

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: External scholarship opportunities are posted in Scholarship Universe. Additionally, students may receive emails or notifications through Logan News of available scholarships.

To view detailed scholarship information and to access Scholarship Universe, 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.

Missouri Resident Undergraduates: To be eligible for state 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, Mississippi, and North Carolina 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 principal 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. An 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 annual limits combined with other aid 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, DOCTOR OF 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 an aggregate borrowing amount of \$138,500. These limits include all loans made to the student for all attendance, including loans received as an undergraduate and/or graduate student.

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.

| Type | 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.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.

In cases where a student receiving federal aid benefits fails all of the courses within a given trimester in which they 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.) to 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.

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

We encourage you to communicate with the Office of Financial Aid (financialaid@logan.edu) prior to your decision to withdraw.

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 are 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 an exceptionally 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 cumulative grade point average (CGPA). 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 CGPA, 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 must achieve a CGPA of 2.25 or higher at the end of each trimester of enrollment.

DOCTOR OF HEALTH PROFESSIONS EDUCATION, DOCTOR OF EDUCATION & MASTER OF SCIENCE PROGRAM

Doctor of Health Professions Education (DHPE), Doctor of Education (EdD) 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 (with 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 (with 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 are 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 & DOCTOR OF EDUCATION

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

MASTER OF SCIENCE DEGREES

The maximum number of credit hours to receive financial aid as a Master of Science student 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 circumstances.

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.

Appeals should be submitted to the Associate Director of Financial Aid. A committee will review the appeal. 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.

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 them to regain good academic standing.

[See instructions for appealing a financial aid suspension above.]

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, ASCs are available to meet with you face to face on campus and through video. Logan University knows that

strong connections build strong students and optimize 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 with 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. Online 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 their 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 through the Department of Student Affairs. Questions concerning accommodations may be addressed to Accessibility@logan.edu.

Students may make an appointment to discuss documentation requirements and the disability services offered by the University.

Accommodations are granted on a case-by-case basis. The Department of Student Affairs determines the appropriate accommodations based on the documentation results a personal interview with the student. In some cases, consultation with the Student Care Manager is also required.

REQUESTING ACCOMMODATIONS

The initial step in requesting accommodations is to complete the Accommodation Request Form. This form is available in the Office of Student Affairs or by contacting the Office of Student Affairs at Accessibility@logan.edu or on the Logan website at <https://www.logan.edu/campus-resources/disability-services/>. 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. Guidelines are as follows:

1. Documents must be provided by a qualified examiner.
2. Documents must be current.
3. Documents must be comprehensive.
4. Any accommodations that are recommended must be justifiable, with 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, the Testing Center is 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.

ADDITIONAL ACADEMIC SUPPORT

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 returning to regular class schedules.

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.

TUTORING

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, have earned a grade of A or B in the course they wish to tutor, have an interview with the Academic Support and Transition Coordinator, and be able to provide individual or

group tutoring either virtually or in person at a location decided upon by the tutor and the tutee.

- Tutors manage their availability and determine which courses they will tutor, unless otherwise discussed with their ASC.
- Students will contact a tutor by phone or email to schedule tutoring sessions.
- Large group tutoring session information will be displayed on the hall monitors and sent to the respective class officers to be distributed to their class.
- Online students may access comparable and applicable services through video technology. If a tutor is not available for the course needed, they should contact their Academic Success Coach.

OPEN LAB

The institution offers an Open Technique Lab to allow students to practice chiropractic techniques supervised by 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 technique. The faculty member may deny a student practice time if the student does not meet these 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 where each class is held. 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 dropped from the course and/or the University.

The institution does not dictate specific classroom attendance policies; 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 this policy are faculty's responsibility 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

Services 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 short-term absences are excused.

Specifically, students are granted an excused absence, with proper documentation and notice, for the following reasons:

1. Bereavement for a family member.
2. Jury duty/court appearance.
3. Military service.
4. National Licensure Examinations.
5. Off-site sanctioned events.
6. Religious observance.

7. Serious illness.
8. Verified medical emergency of a dependent (as defined by the IRS standards).
9. Parental absences for the birth of a child.

It should be noted that Student Affairs and/or 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. 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 time frame 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 the 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 withdraw 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.

PREGNANT AND BREASTFEEDING MOTHERS

Logan is committed to supporting the rights of pregnant students. Title IX is the law that provides protection from discrimination, including any discrimination based on race, gender, and other protected classes. Pregnancy is protected as a right related to sex/gender and treated as a temporary medical condition. Pregnant students must be afforded the same treatment and process as students with non-

pregnancy-related medical conditions. Faculty, staff, and students are prohibited from engaging in harassing behavior or humiliating conduct based on pregnancy and parenting status. Pregnant students cannot be discriminated against or excluded from participating in any part of the educational program due to their pregnancy. Importantly, absences due to pregnancy are considered excused, and students must be given the opportunity to make up missed work.

When nearing delivery, or per guidance from the healthcare provider, a student may need to take a medical leave of absence. Logan's process allows for students to take the time needed to heal, recover, and resume their study. Please contact the Title IX Coordinator, herb.caldwell@logan.edu for more information about accommodations and rights regarding pregnancy.

FAMILY ROOM

Logan University has dedicated space to support the needs of nursing parents while on campus. Located on the lower level of the administration building near the cafeteria, the family room serves as a lactation space for members of the Logan community needing a clean, private space to pump and temporarily store milk. To gain access to the family room, visit the Office of Student Affairs to receive a code to the family room. Access is only valid for the trimester in which you received the code; you may renew for additional trimesters as necessary.

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, aunt, uncle, 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 their 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. It is the student's 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 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 and reasonable travel time 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. Excused absences should be arranged in advance of the examination.

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 the observance of a religious holiday, 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 or urgent/emergent health issues require documentation from a healthcare provider outlining the dates and/or times the student was unable to participate in class. The student may be required to show permission from 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. The Student Care Manager can help students who need assistance creating such plans.

PARENTAL ABSENCES FOR THE BIRTH OF A CHILD

Logan University is committed to supporting pregnant and parenting students. Pregnant students should refer to the Pregnant and Breastfeeding Mothers sections of the

Handbook. Partners (father or domestic partner) can receive up to 2 days of excused absences for the birth of their child with documentation of their child's birth.

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 by submitting a completed grade change form 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) FORMATTING

The University uses the American Psychology Association (APA) formatting guidelines to provide students with a framework with which to provide appropriate citations to give original authors credit for their work. Students may purchase an APA manual in the bookstore and/or refer to <https://apastyle.apa.org/>. 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 University 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, diagnostic imaging, acupuncture, physiotherapy modalities, nutrition counseling, and rehabilitation 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

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)

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.

COMMUNITY RESOURCES

An important member of the Office of Student Affairs team is the 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 well-being and 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 facility staff offices. 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 (LRC) is to provide resources and services that support the institution's needs including student learning, effective teaching, and 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. The LRC is centrally located on the 1st floor of the Administration Center.

LOCATION AND HOURS

The LRC is centrally located on the 1st floor of the Administration Center, adjacent to the lobby. The LRC's hours vary from regular University hours, as we are open during some campus recognized holidays, weekends, and academic breaks. To view a calendar of the LRC's operating hours, reference <https://www.logan.edu/campus-resources/lrc>

LIBRARY RESOURCES

Group and individual study facilities are available, including separate rooms furnished with computers and media equipment. A room is designed to accommodate gross anatomy students and others who wish to utilize the various anatomical models and charts. Also featured is a spacious area for study and collaborative study and tutoring.

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 11,800 books and more than 250,000 eResources. The LRC also includes print and/or electronic access to over 250 individual journal subscriptions, 30+ online citation databases providing access to 32,000 electronic journals, many of them full-text, and more than 1300 items in the media collection. In addition, a collection of over 700 natural and synthetic bones and models 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 at https://libguides.logan.edu/off_campus.

COMPUTER AND PRINTING SERVICES

Computer workstations with Internet access and a variety of software programs are available on campus. Papercut, a print management software application, allows library users to print from the five printers or photocopy machines in the LRC. To print, a user must log in via the Papercut client. Students working on class projects, reports, and research have priority use of the Student Computer Lab.

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 user.

DINING SERVICES

Logan University offers Logan Cafe 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, burgers, and chicken, Logan Café also provides daily specials.

There are several other options for food or a quick snack:

- Bookstore snacks.
- Refrigerators near cafeteria.
- Microwaves are found in the Student Center and near the cafeteria.
- Vending can be found near the cafeteria and in the Student Center.

Discounted meal cards are available for purchase if you would 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.

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

<https://www.bkstr.com/loganuniversitystore/home>.

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 University leadership.

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 in 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 once 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 SERVICES

The Logan University Career Services Team is here to help put your potential into practice. Locate and apply for internships and employment opportunities with Handshake, the nation's #1 career platform. The Career Resource Center on Canvas is available to students 24 hours a day, 7 days a week and features information to assist you in creating application materials that stand out to potential employers, prepare for interviews, learn about various job search techniques, and much more. Drop by our offices located in Student Affairs to talk with a Career Strategist or schedule a phone or video meeting by logging into <https://logan.joinhandshake.com/login> using the same credentials that you use to access your Logan email account.

STUDENT ORGANIZATIONS & EXTRACURRICULAR 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 constitution 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 an advisor who is a full-time employee for Logan University. 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 an advisor willing to accept responsibility for the activities of the organization. The advisor is expected to be active with the club and knowledgeable of the constitution, all club activities, and Logan's policies and procedures. Clubs with a focus in an academic area offered by Logan University must have a full-time faculty member in that field serving as a club advisor (i.e., a chiropractic club must have a full-time chiropractic faculty member serving as an advisor) to ensure appropriate review and support of club activities.

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 advisor. 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 advisor. 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 advisor 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 disciplinary standing are encouraged to participate in extracurricular activities; however, students not in compliance with our Satisfactory Academic Progress policy or on academic or disciplinary 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 activities 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 Logan employee sponsor and advise the club 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 students, including student organizations.

HAZING

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 that 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 duties of each Class President shall be as follows:
 - To attend LSG meetings every Tuesday at 11:30 a.m. (common hour).
 - To report the information discussed in the LSG weekly meetings to their class.
 - To coordinate the functions and duties of all class officers.
 - To arrange regular meetings with class officers.
 - To mediate issues that affect the entire class.
- **Qualifications for each Class President:**
 - For the Doctor of Chiropractic program, candidates must be enrolled in all classes within the full trimester cohort schedule of a set academic term.
- **VICE PRESIDENT:** The duties of each Class Vice President shall be as follows:
 - To accept all Presidential duties when the President is unavailable.
 - To be responsible for coordinating social activities of the class if funds are sufficient.
 - To work with the Class President to establish various class events and upload all of them to Logan Connect.
 - To provide counsel and support to the President.
 - To keep the President informed as to class concerns and other issues.
 - To help other class officers with their duties.
- **Qualifications for each Class Vice President:**
 - For the Doctor of Chiropractic program, candidates must be enrolled in all classes within the full semester cohort schedule of a set academic term.
- **SECRETARY:** The duties of each Class Secretary shall be as follows:
 - To make sure all class members are on the Logan Connect trimester page.
 - To create a class schedule to be hung on the wall.
 - To keep a calendar of events and log them in Logan Connect for each trimester.
 - To check the mail in the Student Affairs office regularly.
 - To assist other officers when needed.
- **Qualifications for each Class Secretary:**
 - Must be enrolled as a full-time student with the University.

- For the Doctor of Chiropractic program, candidates may only hold office of the class with which they will graduate.
- **TREASURER:** The duties of each Class Treasurer shall be as follows:
 - To collect monies for class events and donation.
 - To organize class fundraisers as outlined by LSG and Logan administration.
 - To keep a ledger of all class funds (income and expenses) and report those to the LSG Treasurer.
 - To help organize class parties.
 - To assist any other class officer when needed.
- **Qualifications for each Class Treasurer:**
 - Must be enrolled as a full-time student with the University.
 - For the Doctor of Chiropractic program, candidates may only hold office of the class with which they will graduate.
- **EDUCATIONAL COORDINATOR:** The duties of each Class Educational Coordinator shall be as follows:
 - To organize class scheduling.
 - To represent the class as an intermediate with the faculty.
 - To arrange lab groups.
 - To schedule exams and make sure they are in Logan Connect.
 - To post all pertinent dates on Logan Connect and keep the class informed of any changes.
- **Qualifications for each Class Educational Coordinator:**
 - For the Doctor of Chiropractic program, candidates must be enrolled in all classes within the full trimester cohort schedule of a set academic term.
- **ATHLETIC DIRECTOR:** The duties of each Class Athletic Director shall be as follows:
 - To communicate with the Logan Coordinator of Sports and Activities.
 - To organize teams for intramural sports.
 - To promote athletic events to the class.
 - To serve as, or select, coaches when needed.
 - To coordinate activities with the Class Vice President.
- **Qualifications for each Class Athletic Director:**
 - Must be enrolled as a full-time student with the University.
 - For the Doctor of Chiropractic program, candidates may only hold an office of the class in which they will graduate.
- **DIVERSITY & INCLUSION REPRESENTATIVE:** The duties of each Class Diversity & Inclusion Representative shall be as follows:
 - To advocate and work with underrepresented and mixed trimester students that may meet cultural barriers, altering or hindering the reception of information from class representatives and/or professors, in their designated trimester.

- To encourage and ensure specified students have access to all class assignments, quizzes, and exams.
- To be included in all educational coordinator's correspondence with class faculty.
- To become well versed in necessary departments, staff and policies that relate to issues, questions, and/ or opportunities that an underrepresented and mixed trimester student may need to access.
- To attend Diversity Committee meetings when possible and relay information from the meeting to their trimester.

CONDUCT POLICIES

CONDUCT POLICY VIOLATIONS/GRIEVANCES

Upon matriculation into Logan University, a student has crossed the threshold of their professional career. Academic and behavioral conduct expectations and outcomes help shape professionalism. As professionals, we accept that we are all held to standards that exist in all that we are and do. Conduct policy grievances are those that 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, expulsion from Logan University.

All official communication related to conduct policy matters will be sent to the individual's official University-mail address. Both the grievant and the aggrieved should communicate only with the Dean of Students or their designee unless otherwise directed by the Dean of Students or their designee.

In general, conduct sanctions become effective immediately when assigned. In certain circumstances, the University may delay the effective date of sanctions. Students will be informed of any decision to delay the effective date of sanctions. 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. Staff issues should be referred to the person's supervisor and Human Resource department. The purpose of the conduct process is to help reduce violations through education and to ensure both the accused and the accuser feel due process has been satisfied.

The Conduct Committee makes recommendations on how to communicate and educate students, staff, 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 faculty members, Learning Resource Center members, and at least one student member. Decisions are appealed to the Chief Academic Officer.

2. When the matter is classified as a clinical practice integrity issue by policy, the committee makeup will be at least one student member, at least one faculty member, and the Logan Health Centers representative. Decisions are appealed to the Chief Academic Officer.
3. When the matter is classified as a student behavior issue by policy, the committee makeup will be at least one Student Affairs member, at least one staff council member, at least one faculty member, and student members. Decisions are appealed to the Chief Academic Officer.

POTENTIAL DISCIPLINARY ACTION

Except where otherwise stated, the following are potential disciplinary actions of the conduct process. It should be noted that this list is not inclusive of all possible sanctions and examples of only some possible outcomes are provided here.

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 and Student Affairs.

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.

SUSPENSION: Suspension is defined as a temporary separation from the institution. The duration of the suspension is determined by the Dean upon recommendation of the appropriate committee. Terms of the suspension are to be determined by appropriate parties and communicated in writing.

EXPULSION: Permanent separation from the university. With expulsion, students are withdrawn from classes and the students are permanently barred from campus. The student cannot petition to re-enroll. Expulsion is noted on the student's conduct record.

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.

Formal complaints involving a student as the grievant and/ or aggrieved are investigated by the Dean of Students or appropriate designee. In the event that an individual involved in the hearing/investigation process is the grievant, aggrieved, or a witness, a replacement will be named by the Chief Academic Officer 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 of Students or their designee 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 receipt of the complaint and provide a copy of the complaint. The aggrieved should provide a written response to the Dean or their designee (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.

2. If appropriate, the Dean or their designee will attempt to mediate the situation to resolution by way of an Administrative Hearing with Dean of their designee or conflict mediation.
3. If mediation is appropriate and successful, the complaint is considered resolved. If not,
4. The Dean or their designee will convene the Conduct Committee to hear the case.

Following the completion of steps 1-4 above, all documentation received by the Dean or their designee, during the complaint and investigation process is submitted to the Conduct Committee chair within five days.

Logan University's conduct process is meant to allow a student to learn from mistakes and/or accept responsibility for their actions, to help them realize the impact of their decisions, and to foster positive community values and responsibility. To meet these goals, students must represent themselves in our conduct process. Conduct meetings are closed meetings. This is an internal University process, not a legal proceeding; Attorneys are not permitted to be part of the conduct process as there would be in a civil or criminal court. Additionally, it should be noted that decisions about responsibility are made with a preponderance of the evidence or "more likely than not" standard.

*If more than one meeting is required to hear and deliberate the case fully by the Conduct Committee, 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 or their designee within five days.

COMMITTEE RESOLUTION

There are three outcomes to committee findings:

1. The committee finds for the aggrieved.
2. The committee finds for the grievant.
3. The committee finds the complaint is frivolous and/or malicious.

CONDUCT COMMITTEE DECISION APPEALS PROCESS

The grounds for appeal may only be based upon the following:

1. Written appeals must be filed with the Dean of Students or their designee within five business days. If no appeal is received, the complaint is resolved.
2. Conduct policy and/or procedures were not followed and that deviation could significantly impact the outcome of the case or may have resulted in a different finding.
3. 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 Chief Academic Officer.

INTERIM SUSPENSION

The Dean of Students, 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 time frame 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 that 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 Integrity.

In general, violations of the Code of Academic Conduct shall initially be investigated and handled by the Dean of Students or their designee. The Dean of Students or their designee 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.

Violations of the institution's Code of Academic Conduct include but are not limited to:

1. Failure to appear before the University when called to offer testimony related to academic matters and/or 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 that 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 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 instructor's permission.
3. Collaborating with others on homework, lab reports, computer programs, or other academic assignments without the instructor's permission.
4. Obtaining the answers to or a copy of an examination prior to its administration.
5. Submission of student work (e.g., assignments and/or exam answers) based on those found on Chegg, Course Hero, and/or other similar websites.
6. Submission of student work created by artificial intelligence (AI) technologies.
7. Attempting to have oneself represented by another person in classroom activities (including but not limited to, papers, exams, labs, discussion forums, and work groups).
8. Beginning an examination prior to the announced commencement of the examination period.
9. Continuing to work on an examination after the announced conclusion of the examination period.

10. Talking, tapping fingers, or making other noises and/or gestures that may be interpreted as signaling.

PLAGIARISM refers to representing the words or ideas of another as one's own work.

Logan University recognizes that misrepresentation or misuse of source material may occur intentionally, when a student attempts to use outside material to deceive an instructor, or unintentionally, as a result of a lack of experience with research and citation practices.

While INTENTIONAL PLAGIARISM involves intentionally attempting to deceive the instructor, UNINTENTIONAL PLAGIARISM results from a lack of knowledge or attention to detail.

UNINTENTIONAL PLAGIARISM typically includes:

1. Failing to identify direct quotations properly with quotation marks or appropriate indentation and formal citation.
2. Failing to acknowledge and properly cite paraphrased or summarized material from another source.
3. Failing to acknowledge and properly cite information obtained from other sources, including the Internet or other electronic media.
4. Failing to acknowledge and properly cite tables, charts, and images produced by another author.

INTENTIONAL PLAGIARISM more commonly includes:

1. Submitting assignments written wholly or in part by another author, including, but not limited to, those obtained from commercial term paper companies or the internet.
2. 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 resubmitting one's own previously written material.

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, assign a grade of zero to the assignment, and reach out to the student to discuss the situation with the student and hear the student's perspective. Faculty who are still unsure about whether a violation has occurred should work with their supervisor to jointly investigate and speak with the student to make a determination on whether the matter should be escalated per policy.

LOGAN LEAPS MODULES COMPLETION:

Students will be required by the University to complete Logan Leaps Module(s) "Avoiding Plagiarism" for all first academic integrity violations related to plagiarism. Students may be required to complete additional modules based on the nature of the academic integrity incident. Students will be given a time frame to complete modules within two weeks of assignment. The Dean of Students or their designee may remove the Logan Leaps completion requirement from an intentional plagiarism violation.

Logan Leaps Modules are University created modules designed to assist students in avoiding academic integrity issues and address:

1. Grammar and mechanics,
2. Essay writing,
3. Avoiding plagiarism,
4. APA.

UNINTENTIONAL PLAGIARISM PROCEDURES

A first instance of UNINTENTIONAL PLAGIARISM is generally believed to result from a lack of familiarity with and inexperience using source material and adhering to APA guidelines. For students struggling with proper citation and attribution, the Logan Writing Center is available to help. To ensure the student receives help, unintentional plagiarism will result in the following steps:

1. Required completion of Logan Leaps Module(s) as assigned by the Logan University Writing Center, Dean of Students, or Dean of Students' designee.
2. Required completion of a real-time or written feedback consultation with the Logan University Writing Center within one week of notification.
3. 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. Students who choose not to participate in or fail to complete the consultation and revision will receive a grade of zero on the assignment.

Continued UNINTENTIONAL PLAGIARISM is a more serious academic problem and cannot be attributed to naivete, ignorance of guidelines, or a misunderstanding of what constitutes acceptable scholarship at Logan University.

Because remediation has already been offered, it can be assumed the student has not attended to learning proper use of sources.

Each subsequent instance of unintentional plagiarism will earn a failing grade. Students are encouraged to work with the Writing Center, but they will be unable to revise their work for credit.

INTENTIONAL PLAGIARISM: In the event an instructor believes a student may have intentionally plagiarized, the instructor will consult with their immediate supervisor to review the student's submission to determine whether the work has indeed been plagiarized or if it is an example of UNINTENTIONAL PLAGIARISM.

In some cases, it may be clear the student has intentionally submitted work prepared, in whole or in part, by another writer. Any instance of INTENTIONAL PLAGIARISM is recognized to be an attempt to deceive the instructor.

INTENTIONAL PLAGIARISM is a much more serious academic offense than UNINTENTIONAL PLAGIARISM, and the sanctions reflect the seriousness of the matter. Prior instances of

UNINTENTIONAL PLAGIARISM will be taken into consideration.

The sanctions for a student found responsible for violating the policy on INTENTIONAL PLAGIARISM (e.g., a submission created by another student or acquired online) include, but are not limited to:

1. Required completion of Logan Leaps Module(s) as assigned by the Logan University Writing center, Dean of Students, or Dean of Students' designee.
2. A grade of zero on the plagiarized item, question, or assignment, as applicable.
3. Possible conduct investigation and hearing for repeated offenses.

If determination of responsibility and sanctions (if appropriate) are rendered by the Dean of Students or their designee 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 via e-mail for coordination with the Conduct Committee.

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; Dean – College of Chiropractic). The faculty member will temporarily assign a zero as the grade for the assignment with an explanation in the feedback section as well a 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.

During the meeting, 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, then make a determination on whether the matter should be considered a violation. If a violation has likely occurred, the matter shall be escalated to the

Dean of Students or their designee, along with the documentation, for further action, except in initial cases of intentional plagiarism, the matter may be escalated to the Dean of Students or their designee, along with 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.

ARTIFICIAL INTELLIGENCE

Artificial Intelligence (AI) can be a powerful tool to assist in learning and research. However, it is important to maintain academic integrity when completing any assignment or research using AI. Because the purpose of academic endeavors is to gain necessary understanding and skills to be a successful professional, utilizing artificial intelligence tools to complete coursework is unethical. This is a violation of the academic integrity policy.

Plagiarism can also include presenting words or ideas generated by AI language models as your own without proper citation or attribution.

Cheating with AI involves using artificial intelligence to generate answers, ideas, or solutions for exams or assignments without directly copying the AI-generated content or presenting it as one's own work.

To ensure academic integrity is maintained, Logan University has established the following expectations regarding the use of artificial intelligence in academic work. This list is not exhaustive:

1. All work submitted must be your own original creation.
2. Do not use artificial intelligence to cheat, plagiarize, or translate work from another language without proper attribution.

3. Any use of artificial intelligence in the brainstorming process, research process, analysis of data, or editing process should be reported with transparency. Sole reliance on artificial intelligence to create, write, or edit your work is a violation of academic integrity.

Any violation of these guidelines or misuse of artificial intelligence may result in disciplinary action, including conduct charges.

Logan University uses sophisticated AI and plagiarism detection tools across the curriculum to verify the authenticity of student work to ensure student learning and discourage plagiarism and AI cheating.

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 or their designee. The Dean or designee 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. Complete or attempted 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 or practicing academic or clinical endeavors while under the influence of alcohol, a controlled substance, or illicit drug is strictly forbidden. This includes, but is not limited to, participating in online class discussions, skills practice, and clinical rotations and practicums.
7. Improper relationships or activities involving a person entrusted to a student as part of their 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 that 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 was found to be frivolous and/or malicious in nature and otherwise without substance.
17. Violations of the social media policy.
18. Failure to abide by a written or oral directive from faculty, staff, security, or administration.
19. Computer hacking into any website or communication system.
20. Providing fraudulent or otherwise intentionally inaccurate or deceptive information to faculty members or other University personnel, verbally or in written/electronic formats.
21. Misuse of Logan property or space property being used for Logan business or event.
22. 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.

23. Sharing student identification numbers and/or passwords.
24. Leaving items in study areas or breakout rooms for extended periods of time when absent.
25. Leaving trash in classrooms or areas used for study or leisure.
26. Having food or functions with food in non-designated areas.
27. Posting unapproved materials or posting approved materials in inappropriate areas.
28. Repeatedly parking in patient or reserved spots.
29. Use of Non-Motorized and Motorized Wheeled Vehicles in the following locations: inside University buildings; on loading docks, stairs, banisters, railings, landings, ramps, walls, sculptures, benches, and other seating areas; on pedestrian walkways; in athletic or recreational playing venues; and anywhere such activities are prohibited by sign. Non-Motorized and Motorized Wheeled Vehicles are not to be locked to handrails, handicap ramps, buildings, trees, or any other location besides racks provided by the University for the purpose of securing the vehicle. Exemptions to this policy for medical reasons may be requested as medical accommodations through the Department of Student Affairs.
30. Inappropriate use of email, including abusive or confrontational language and conversations.
31. Using the University word mark or a college name on a poster, stationary, clothing, etc., without written permission.
32. Selling items on campus in direct competition with the Logan University bookstore or food services without first obtaining proper approvals.

33. Accessing pornographic material at any time while on institution premises or using institution equipment.
34. Vandalism to private or public property.
35. 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.
36. 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, correct, and 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 include **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:

- Completing annual training on the requirements of Title IX, as applied to pregnant and parenting students as well as all other aspects of Title IX.

- Ensuring coordination of the Pregnancy and Childbirth Policy with the appropriate student services offices on campus.
- Providing information to individuals regarding their Title IX rights and Logan's grievance process.
- Conducting 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 assessing the efficacy of Logan's overall Title IX compliance efforts, including soliciting feedback from students.
- Promptly investigating 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, 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; this 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 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” - to cause fear of danger of physical harm.

“Course of conduct” - 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” - two or more incidents evidencing a continuity of purpose.

“Sexual Consent” - 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.

RETALIATION 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 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 from 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 have observed.

EVIDENCE PRESERVATION

To assist with the evidence preservation process, a victim of sexual assault should be aware that taking a bath, showering, douching, smoking, changing clothing, or cleaning the bed/linens/areas where the assault occurred could destroy evidence. This evidence should be submitted to authorities within 96 hours to make sure this information is 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 to take steps to address concerns of pregnancy and sexually transmitted diseases.

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 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 University does not publish the name of crime victims. Victims may request that directory information on file be removed from public sources by contacting the Registrar's Office.

EX-PARTE ORDERS OF PROTECTION

The University 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 the 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

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 their 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.

1. 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.
2. 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.

3. 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 extraordinary circumstances, the Council's interviews with 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 with 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 extraordinary 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' 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 time frame 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 ASSAULT 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, Logan University 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 ASSAULT SUPPORT RESOURCES

1. Chesterfield Police Department 690 Chesterfield Parkway West Chesterfield, MO 63017 (636) 537-4000
2. Counseling through Logan-affiliated 5s, 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
9. Alternatives to Living in Violent Environments (314)993-2777 (24-hour access)
10. Safe Connections (314) 646-7500, TTY: 314-646-0505, Hotline: (314) 531-2003 <http://www.safeconnections.org>
11. Bridgeway Sexual Assault Center Hotline: (877) 946-6854 <http://bridgewaybh.com>
12. 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 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 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.

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. Students may not share the classroom key code with anyone. Individuals, 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 the 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 a lead faculty member.

- 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's 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.
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.

MARIJUANA POLICY

Regardless of individual state and local laws, at the Federal Level, marijuana is still illegal as a Schedule I drug. Therefore, Logan prohibits its distribution, possession, and consumption on property owned and operated by the University.

Students and employees who are found in possession of or under the influence of marijuana will be subject to disciplinary action in keeping with Logan University's policy and procedures.

Please be advised that disability accommodations are not available for medical marijuana use.

Students who violate University regulations in off-campus activities are subject to penalties just as if the violation occurred on campus.

In the event that the authorized user for marijuana for medical purposes while off-campus impairs an employee's job performance or results in student conduct violations, it may result in disciplinary consequences related to the conduct policies of Logan University.

CBD oils, supplements, and products derived from hemp are legal under both Federal and Missouri law but may not be sold on campus. Individuals are cautioned to use these products at their own risk.

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 or appropriate designee 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 with 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.

Logan facilities, with the exception of laboratories, are available for independent use on a fee basis. Requests are made through <https://calendar.logan.edu/>. Requests may be referred to the President's Cabinet for consideration.

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 Department of Student Affairs, Room 137.

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 137.
- 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 may be referred to the President's Cabinet for consideration.

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,
- Request event approval through Logan Connect, 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.

Career Services and the appropriate College Dean will review the request and determine if the request will be approved. Certain events may require additional approval.

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 a conduct complaint. 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 teaching 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

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 Student's 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 through the [Complaint & Grievance Report Form](#). 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 ANDRELATED 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; and 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

GRIEVANCE PROCEDURE/STUDENT COMPLAINT (MASTER OF SCIENCE IN APPLIED NUTRITION AND DIETETICS)

The faculty are here to guide you in the completion of your program area of study. If problems arise, the following procedure should be followed to achieve problem resolution:

- Talk directly and privately to the individual involved (student, faculty, preceptor, etc.).

If the problem cannot be resolved at the individual level, and it is related to graduate coursework, discuss your concerns with your Academic Success Coach (ASC) and the program director. If the problem is related only to supervised experiential learning, discuss your concerns with the program director or clinical coordinator.

If the problem is still not resolved at this level, the program director will notify the Dean of the College of Health Sciences for assistance.

If the problem is not solved at the institutional level, students who wish to report the grievance to the Accreditation Council for Education in Nutrition and Dietetics (ACEND) may do so using one or more of the following methods:

- **Postal address:** 120 S. Riverside Plaza, Suite 2190, Chicago, IL 60606-6995
- **Phone number:** 312-877-1600, ext. 5400
Email address: acend@eatright.org

STUDENT RESEARCH

While some programs require 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 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.

INFORMATION TECHNOLOGY

REQUIRED TECHNOLOGY FOR ADMISSIONS

Technology is a regular part of the Logan University experience. Classrooms are outfitted with modern audiovisual equipment, and the buildings are blanketed in high-density Wi-Fi.

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 10 and newer
- Mac OSX 10.14 and newer
- Linus-Chrome OS

Mobile Operating System Native App Support

As of January 5, 2019, Android apps require version 6.0 or later and iOS apps require version 13 or later. All Android and iOS both support the two most recent versions of their respective operating systems.

Computer Speed and Processor

- Use a computer 5 years old or newer when possible.
- 4GB of RAM
- 2GHz processor

Recommended computer hardware

- 2+ GHz processor
- 8GB+ RAM
- 80GB+ hard drive
- Cable/DSL broadband connection or better
- Speakers or headset with microphone
- Web camera

Internet Speed

A high speed wired or wireless connection is recommended.

*Students in online courses must have the ability to download and run third 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 5+, iPad Air+, iPad Pro.
- Able to run iOS 12, 13, or 14. (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 Minis 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 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.

At 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 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 attorneys' 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 Microsoft 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 is 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.

MICROSOFT 365 BENEFITS

In addition to its email and calendar service, the Microsoft 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. Microsoft 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 lab includes 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:

ROOM G37 ADMINISTRATION BLDG

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 Examplify 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 Examplify during orientation. Please refer to the section for Doctor of Chiropractic iPad requirements.

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 Alumni and 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 and charitable giving while creating 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 students 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.

Security can be reached by calling (636) 230-1986. You may also contact security via email at Security@logan.edu.

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 when 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
Only)



College 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 Sciences (CoHS & CoC): Dr. Atanas Ignatov

Chiropractic: Dr. Kristina Petrocco-Napuli

Health Informatics: Dr. DeShae Redden

Health Prof. Education: Dr. Laura Rauscher

Education: Dr. Laura Rauscher

Undergraduate General Education: Dr. Laura Rauscher

Integrative Pediatrics: Dr. Elise Hewitt

Nutrition: Dr. Theresa DeLorenzo

Sports Science: Dr. Brittany Ramirez

Strength and Conditioning: Dr. Brittany Ramirez

Montgomery Clinic: Dr. Amiee Jokerst

WHERE DO I GO FOR TUTORING & EXTRA CLASS HELP?

- Professor's Office Hours
- Open Labs
- Department of Student Affairs for course-by-course tutoring information
- Logan Writing Center

HANDBOOK RESPONSIBILITIES & DISCLAIMER

STUDENT RESPONSIBILITY FOR CATALOG/HANDBOOK INFORMATION

This catalog/handbook is effective beginning September 1, 2023, for the 2023-2024 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. 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.

ACADEMIC CATALOG AND HANDBOOK DISCLAIMER

The Student Handbook represents information and requirements that 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 Office of Student Affairs.

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.

Students follow the graduation requirements and admissions requirements governed by the Academic Catalog and 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 Academic Catalog and 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 Academic Catalog and 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 Academic Catalog and 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, 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, 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 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.

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.

LOGAN UNIVERSITY **LEADERS** *Made*