CAMPBELLSVILLE UNIVERSITY

School of Chiropractic Program Handbook

2026-2027 ACADEMIC YEAR

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INTRODUCTION

Campbellsville University is a comprehensive, Christian institution that offers non-credit technical programs, along with certificates, associates, undergraduate, and graduate programs. The University is dedicated to academic excellence solidly grounded in the liberal arts that fosters personal growth, integrity, and professional preparation within a caring environment.

The University prepares students as Christian servant leaders for life-long learning, promoting continued scholarship by linking discovery research to knowledge at the doctoral level, and encouraging active participation in a diverse, global society. The chiropractic program gives our students specialized training, molding them into the servant leaders of tomorrow. Our faculty and staff provide students with unmatched instruction and hands-on education designed so that students are ready to make a difference as leaders in their field, and in their communities.

HISTORY OF CAMPBELLSVILLE

Campbellsville University is located in South Central Kentucky at 1 University Drive, in Campbellsville, Kentucky. Dr. Joseph "Joe" Hopkins is the president and chief executive officer of the University. Campbellsville University is a Christian institution whose mission is focused on scholarship, leadership, and fellowship. In 1906, the Russell Creek Association of Baptists purchased ten acres of land, which became the Russell Creek Academy. Elementary and secondary school classes were offered in September 1907, as was training for teachers. Campbellsville Junior College was established in 1924. Despite the school becoming a college, elementary and secondary school students continued to be educated there until 1941. Campbellsville College began offering a four-year higher education program in 1959.

The institution achieved university status in 1996. Today many of the students attend classes on the 75-acre campus located in the heart of Campbellsville, Kentucky. The University also offers educational programs in different locations including Louisville, Harrodsburg, Hodgenville, Somerset, Elizabethtown, Los Angeles, Owensboro, Windsor, and online. Campbellsville University has four academic colleges, each headed by a dean. The colleges include: the College of Arts and Sciences, the College of Business and Enterprise, the College of Health Sciences, and the College of Mental Health. Campbellsville University is accredited by The Commission to award certificates, associate's, bachelor's, master's, and doctoral degrees.

UNIVERSITY MISSION

Campbellsville University is a comprehensive, Christian institution that offers non-credit technical programs, along with certificates, associates, undergraduate, and graduate programs. The university is dedicated to academic excellence, solidly grounded in the liberal arts, fostering integrity and Christian servant-leadership within a caring environment.

UNIVERSITY VALUES

Campbellsville University, centered in Christ, filled with hope, equipping students to share the world. Where every student serves with excellence, making a global impact for the glory of God.

PROGRAM HANDBOOK PURPOSE

This handbook contains information about policies, procedures, and expectations relating to the Doctor of Chiropractic Program. All handbooks and catalogs are accessible via the internet at www.campbellsville.edu. If you have questions about the content of this handbook or the Doctor of Chiropractic Program, please direct all inquiries to the Office of the Dean of Chiropractic.

Our faculty and staff, by their position and responsibility, are role models and must practice appropriate professional behavior both toward, and in the presence of, students. This handbook is a useful guide but is not exhaustive of all expectations of faculty and staff. Students are asked to become familiar with this

handbook and are expected to adhere to the policies and expectations within. This document is not intended to supersede university policies; rather it supplements the institutional policies and assists in creating a positive student- and patient-centered culture that is mutually respectful and continually improving.

Faculty, staff, administrators, and students assume each will take their role seriously as they collectively help Campbellsville University and the School of Chiropractic be the best they can be.

Chiropractic Students are responsible for keeping themselves informed of all program and institutional policies, procedures, and practices. Students are responsible to the faculty of record for each course of registration and for those activities in which they choose to participate in, by reviewing the related syllabi, handbooks, and/or specific guidebooks, including any separate bylaws that pertain to clinics, clerkships, and clubs. Students are responsible for obtaining and understanding program, course, and faculty expectations through these many resources.

If issues or concerns arise, Campbellsville University will take the appropriate steps necessary to work toward resolution. As such, unsigned or anonymous complaints or concerns leave little room for action on the part of the University. Campbellsville provides access to resources, including faculty, staff, and administration who will be available through open-door policies, scheduled office hours and more, to answer questions.

Please note – with respect to timelines, days are considered business days and exclude weekends, breaks, and holidays, unless otherwise stated.

WELCOME

We are very excited that you have decided to join this incredible profession and attend our school here in Kentucky. At Campbellsville you will find a community of educators, clinicians, researchers, scientists, and students united in a common mission: to build and maintain an inclusive community dedicated to alleviating human suffering and improving the health and well-being of all. Our spirit of drive and collaboration is a catalyst for creativity in our work as educators, clinicians, and researchers, that sets a new standard for Chiropractic Education and patient-centric health care in this exciting and growing field.

Our curriculum is demanding, and our faculty will challenge and inspire you to accomplish much, but we will also work hard to provide key resources and to support your need to grow academically and to achieve your goals.

We are proud to lead this distinguished program and are inspired every day by the work and accomplishments of our colleagues that we are privileged to serve. We welcome you into our supportive community, which is dedicated to safeguarding and improving the health of our citizens worldwide.

THE DOCTOR OF CHIROPRACTIC PROGRAM (DCP)

PROGRAM MISSION

The mission of the Doctor of Chiropractic Program at Campbellsville University is to educate students to the highest level of achievement. Campbellsville University is dedicated to preparing clinically distinguished chiropractic doctors who will contribute to the integrity and success of the chiropractic profession while treating every patient with dignity, respect, and compassion. The Doctor of Chiropractic Program will lead and empower others through servant leadership.

PROGRAM VALUES

Integrity – We define integrity as a quality of being truthful with strong more principles. The individual who embodies this value is true to their word and can be trusted to do what they have committed to do.

Work Ethic – We define work ethic as a principle that considers hard work as intrinsically virtuous and worthy of reward. The individual who embodies this value does what is required regardless of difficulty.

The Joy of Teaching and Learning – Chiropractic education is a never-ending process. We define the joy of teaching and learning as the recognition of this continuous process and its commitment to advancing knowledge. The individual who embodies this value is a lifelong learner and understands the value of educational growth.

Respect for Others – We define respect for others as a feeling of appreciation for others, regardless of their abilities or achievements. The individual who embodies this value accepts people for who they are, even when they are different from themselves in belief and/or background.

Servant Leadership – We define servant leadership as both a philosophy and practice of committing one's life to the enrichment of others, while also creating a more just and caring world. The individual who embodies this value practices service above self and recognizes that they are committed to patient care over personal needs.

Dedication to the Science and Art of Chiropractic – We define dedication to the science and art of Chiropractic as a commitment for the purpose of understanding the scientific principles supporting Chiropractic and the dedication needed to transform technical skill into artistry. The individual who embodies this value is committed to learning the science and art to the best of their ability in pursuit of mastery.

ADMISSION TO THE DC PROGRAM

Applicants to the D.C. Program are expected to have completed undergraduate preparation like that for other professional doctoral health care professions. The School of Chiropractic admission requirements are guided by academic standards and prerequisites established by the Council on Chiropractic Education. Campbellsville University admission requirements also reflect institutional expectations of candidates.

The School of Chiropractic seeks candidates who want to move the field of Chiropractic forward, whose past accomplishments show evidence for originality, creativity, and a capacity for independent thought, who show innovative critical thinking skills, who are academically ready to succeed, and whose personal qualities will serve them well in our profession. The School of Chiropractic seeks candidates who align with the missions and values of the program.

The School of Chiropractic has an institutional commitment to provide equal educational opportunities for qualified students.

REGULAR ADMISSION

EDUCATIONAL REQUIREMENTS

Successful completion of a bachelor's degree.

Candidates who have earned a bachelor's degree with a cumulative GPA less than 3.0 on a 4.0 scale may be considered for admission on a case-by-case basis by an admissions committee.

90-HOUR TRACK

EDUCATIONAL REQUIREMENTS

Candidates who have earned a minimum of 90 semester credits of undergraduate course work from a

regionally accredited institution with a minimum GPA of 2.75 on a 4.0 scale may be considered for admission on a case-by-case basis.

The 90-Hour Track Plan has two pathways.

(1) Successful completion of at least 90 semester credits of undergraduate course work AND a cumulative GPA of 3.0 on a 4.0 scale.

(2) Successful completion of at least 90 semester credits of undergraduate course work AND a cumulative GPA between 2.75 and 3.0 on a 4.0 scale AND successful completion of 24 semester credits of undergraduate course work in Life or Physical Sciences.

Definition of Physical Sciences – the science concerned with the study of inanimate objects. Course suggestions include but are not limited to the following:

- General Chemistry
- Organic Chemistry
- Physics
- Astronomy

Definition of Life Sciences – the science concerned with the study of living organisms. Course suggestions include but are not limited to the following:

- Biology
- Physiology
- Human Anatomy
- Zoology
- Biochemistry
- Exercise Science(s)

AGE OF UNDERGRADUATE COURSE CREDIT/DEGREE

The School of Chiropractic recommends that coursework should be completed within six years of entry into the D.C. Program. When coursework is over six years old, consideration is given individually.

TRANSFER – TRANSFERRABLE CREDIT

Upon approval of the Dean, a maximum of 42 credit hours of graduate coursework may be accepted from another CCE-accredited institution. Courses to be transferred must have been taken within the past five years, and only courses in which grades of B or higher were earned will be accepted for transfer. Transfer courses are shown on the transcript as "credit" only and are not counted toward the cumulative grade point average.

Students seeking to transfer course work must submit a written request, along with transcripts, university course catalog descriptions, and other course information, such as a syllabus or book list, to the School of Chiropractic for faculty use in establishing course equivalency.

CREDIT HOUR CONVERSION

If a student has taken courses at an institution that uses quarter credits or units other than semester credits, then Campbellsville will convert quarter credits/units to the equivalent semester credit hours by the following method:

Quarter Units divided by 1.5 = Semester Units

Example – 7 quarter credits divided by 1.5 = 4.67. A student transferring quarter credits should review the chart below to better understand the transfer process of conversion between quarter and semester units.

Quarter Units	Semester Unit
1	.67
2	1.33
3	2
4	2.67
5	3.33
6	4
7	4.67

Only credit hours earned at Campbellsville University will count toward GPA on the Campbellsville University Transcript.

APPLICATION PROCEDURE

- **Application**: Submission of a completed Campbellsville University application form for the D.C. Program. An application form can be found on the program's web page.
- **Transcripts**: Submission of official transcripts from all previously attended post-secondary institutions.
- **Two Letters of Recommendation**: Letters should be submitted from a professor and a professional who is familiar with your former academic accomplishments and work.
- **Personal Statement**: A one-page personal statement describing the applicant's interest and intent to pursue the D.C. degree.
- **Criminal Background Check**: Successful submission and completion of a criminal background check through our approved partner. Note – a felony conviction may result in denial of acceptance into the D.C. Program.
- **Interview**: A personal interview is conducted with all applications. The Office of the Dean of Chiropractic will coordinate and schedule a personal interview after each applicant has submitted all required documents. Interviews may be completed either in-person, by phone, or by video conference.

CHARACTERISTICS AND ESSENTIAL ABILITIES REQUIRED FOR ADMISSION TO AND COMPELTION OF THE DOCTOR OF CHIROPRACTIC DEGREE

The characteristics and essential abilities required for completion of the D.C. degree consists of certain minimum physical and cognitive abilities and sufficient mental and emotional stability to assure that candidates for admission, promotion, and graduation can complete the entire program of study and participate fully in all aspects of the program, with or without reasonable accommodation. Campbellsville University School of Chiropractic intends its graduates to be competent and compassionate Doctor of Chiropractic, capable of completing their clerkship training and meeting all board licensure requirements. The School of Chiropractic is committed to educating and training future leaders in Chiropractic who will pursue careers in a variety of environments, including academics. For the purposes of this document and unless otherwise defined, the term "candidate" means candidates for admission to the D.C. program as well as enrolled students who are candidates for promotion and graduation.

The following characteristics and abilities are defined as technical standards, which, along with academic standards described above, are requirements for admission, promotion, and graduation. Delineation of technical standards is required for accreditation of Chiropractic programs by the Council on Chiropractic Education. Although these standards serve to delineate the necessary physical and mental abilities of all candidates for whom reasonable accommodation will allow the fulfillment of the complete curriculum. Candidates with questions regarding technical standards are encouraged to contact the School of Chiropractic to discuss what types of accommodation may be considered to achieve these standards.

Admission to the Campbellsville University School of Chiropractic is conditional on the candidate's ability to satisfy these technical standards, with or without reasonable accommodation, and on results from a process that examines the skills, attitudes, and attributes of each candidate on a case-by-case basis.

The School of Chiropractic is ethically responsible for the safety of patients that students and graduates will contact. Students learn and work under faculty supervision while they interact with patients during their program of study. Patient safety and well-being are the most important factors in establishing the technical standards involving physical, cognitive, and emotional abilities of candidates for admission, promotion, and graduation. Candidates must possess the physical and emotional stamina needed to function in a competent manner in classroom and clinical settings, including heavy workloads and long hours.

Candidates whose performance is impaired by the abuse of alcohol or other substances are not suitable for admission, promotion, or graduation.

TECHNICAL STANDARDS

Students are informed of the technical standards prior to matriculation and are asked to sign a technical standards document acknowledging its receipt during orientation.

Perception / Observation – Candidates must be able to observe demonstrations, including dissection of digital cadavers, examination of pathology specimens, and digital microscopic study of microorganisms and tissues in normal and pathologic states. Candidates must be able to accurately observe doctor-patient interactions and assess findings. They must be able to observe and record medical history and physical examination findings and integrate and interpret these findings based on their observations. Lastly, candidates must be capable of developing appropriate diagnostic and management plans based on observed and recorded findings.

Communication – Candidates must be able to communicate effectively with patients, families, and other members of the health care team. Candidates must be able to obtain a medical history, interpret non-verbal clues, and establish a therapeutic relationship with patients in a timely manner. Candidates must be able to record information accurately and communicate effectively in English with other health care professionals, in a variety of clinical settings.

Physical Abilities – Candidates must possess the capacity to perform physical, orthopedic, and neurologic diagnostic maneuvers. They must be able to respond to emergency situations and adhere to universal precaution measures that meet safety standards applicable to an outpatient setting.

Cognitive and Integrative Abilities – Candidates must have sufficient cognitive abilities and study skills to assimilate the detailed and complex information presented in the Chiropractic curriculum. Candidates should be able to learn through a variety of modalities including classroom instruction; small group, team, and collaborative activities; individual study; preparation and presentation of reports; and use of computer technology. Candidates must be able to memorize, calculate, critically think, reason, analyze, synthesize, create, and transmit information using a variety of methods. Candidates must be capable of identifying and drawing conclusions about spatial relationships and logical sequential relationships among

events. Lastly, candidates should be able to test hypotheses that enable effective and timely problem-solving in diagnosis and treatment of patients in various clinical settings.

Behavioral and Social Attributes – Candidates must demonstrate maturity and emotional stability, required for full use of their intellectual abilities. Candidates must assume responsibility for learning, apply good judgment, and swiftly complete tasks related to the diagnosis and management of patient care. Candidates must understand the legal and ethical aspects of practice and function within both the law and the ethical standards of the profession. Candidates must be able to work effectively, respectfully, and professionally as part of a healthcare team. They must be capable of reliable and punctual attendance of classes and clinical responsibilities. Candidates must also be able to accept constructive feedback from others and take personal responsibility for making appropriate positive changes.

Ethical and Legal Standards – Candidates for admission must acknowledge and provide written explanation of any felony offense or disciplinary action taken against them prior to matriculation in the School of Chiropractic. Should a student be convicted of any felony offense while enrolled in the D.C. Program, they agree to immediately notify the Dean of Chiropractic Education as to the nature of the conviction. Failure to disclose offenses can lead to disciplinary action by the School of Chiropractic that may include dismissal from the Doctor of Chiropractic Program.

Equal Access to the School of Chiropractic, Doctor of Chiropractic Program – Campbellsville University School of Chiropractic intends for its students and graduates to become competent and compassionate Doctor of Chiropractic who can meet all requirements for licensure.

The School of Chiropractic has an institutional commitment to provide equal educational opportunities for qualified students with disabilities who apply for admission to the D.C. program. Requests for accommodation are considered on a case-by-case basis. Accommodations assist students to meet technical and/or academic standards, not to circumvent them. A qualified person with a disability is an individual with a disability who meets the academic and technical standards requisite to admission, with or without accommodation.

As previously noted, admitted candidates with disabilities are reviewed individually, on a case-by-case basis, with a complete and careful consideration of all the skills, attitudes, and attributes of each candidate to determine whether there are any reasonable accommodations or available options that would permit the candidate to satisfy the standards. Qualified students with documented disabilities are provided reasonable accommodations in the D.C. Program, which may include the involvement of an intermediary or auxiliary aid. Should a request for an accommodation include an auxiliary aid or intermediary that provides cognitive support *or* substitutes for essential clinical skills, or supplements clinical and ethical judgment, it may be difficult for such requests to be granted without altering the program. Thus, accommodations cannot eliminate essential program elements or fundamentally alter the chiropractic curriculum, lower academic standards, or pose an undue administrative or financial burden on the institution.

For this reason, individuals with visual, auditory, and/or physical impairments severe enough to require an intermediary cannot typically be accommodated by the Doctor of Chiropractic Program.

REQUEST FOR ACCOMMODATION PROCESS

As stated above, admission and promotion at the School of Chiropractic is conditional on the candidate's willingness and ability to satisfy the technical standards, with or without reasonable accommodation.

Admitted candidates who have a disability and need accommodation should initiate discussions with the Dean of Chiropractic Education as the offer of admission is received and accepted.

It is the responsibility of the candidate with a disability to provide sufficient and current information

documenting the general nature and extent of his/her/their disability, and the functional limitations proposed to be accommodated. Evaluating and facilitating accommodation requests is a collaborative effort between the candidate and the School of Chiropractic.

HOW TO SUBMIT DOCUMENTATION

Please submit any required documentation to the Accommodation Resource Services Office or contact the Accommodation Resource Service Coordinator with any questions, requests, or concerns regarding services or accommodation provided to individuals with disabilities.

Phone: 270-789-5195

Email: disabilityservices@campbellsville.edu

ATTENDANCE POLICY

The academic integrity of graduate programs at Campbellsville University depends on students attending all scheduled class meetings. Students should discuss with faculty, in advance, any portion of a class meeting they cannot attend. Students are expected to attend and participate fully in all class meetings. In exceptional circumstances when students need to be absent from a class, they should discuss with the faculty member, in advance, any portion of a class meeting they cannot attend.

As part of their syllabus, faculty members establish expectations regarding class attendance, family or medical emergency, and other circumstances that may necessitate student absence from class.

GRADING POLICY

The Doctor of Chiropractic Program utilizes a grading scale of A to C, with corresponding numerical values as outlined in the Campbellsville University graduate program catalog.

The quality of a student's academic work is indicated by letter grades on a quality point system that determines the grade point average on the 4.0 scale. Grades below a C – previously considered a "D" – are not accepted as the final course grade and result in the need to repeat course material.

An explanation of the grades used, the scale, and how grades are calculated follows.

Letter Grade	Definition	Percentage Range	Quality Points per Semester Hour
A	Excellent	90-100%	4
B	Good	80-89%	3
C	Average	70-79%	2
D	60-69% (Not acceptable in graduate programs)		1
F	Below 60% Failure		0
I	Incomplete		0
S	Satisfactory		0
U	Unsatisfactory		0
W	Withdraw		0

WA	Withdraw – Absence	0

Grade "A" represents a work of superior quality. It's distinctly the honor mark.

Grade "B" indicates a higher level of performance than is the satisfactory performance required for a "C" grade. It indicates effective capacity and initiative on the part of the student to work over and above acceptable course requirements.

Grade "C" represents a satisfactory level of performance on the part of the student. This level of performance can be expected from any student of normal ability who devotes an average amount of time, effort, and attention to the work of the course.

Grade "D" indicates below standard performance. It indicates work which in one or more aspects falls below the minimum accepted standard.

Grade "F" indicates an unacceptable level of performance. It indicates work in which several aspects fall below the minimum acceptable standard; work which is not of sufficient quality or quantity to be counted toward meeting graduation requirements.

Grade "I" is assigned to a student when the course requirements are not completed due to illness, accident, death in the immediate family, or other verifiable, extenuating circumstances. The course requirements to change the "I" grade must be completed within 12 months from the time it was awarded. It is the student's responsibility to complete the requirements within the 12-month period. It is the professor's responsibility to change the grade by filling out the proper forms in the Office of Student Records.

Grade "S" indicates satisfactory work, but no quality credits are recorded.

Grade "U" indicates unsatisfactory work, and no quality credits are awarded.

Grade "W" indicates official withdrawal from the course or University through the 12th week of the regular semester. The withdraw date is prorated for other terms.

Grade "WA" indicates official withdrawal due to excessive absence. The grade of "WA" impacts the GPA the same as the grade "F".

GRADUATION CHARACTERISTICS AND REQUIREMENTS

GRADUATE CHARACTERISTICS

Graduates of the Doctor of Chiropractic Program at Campbellsville University will exemplify the highest standards of clinical excellence and ethical integrity. They will possess comprehensive **clinical competence**, applying evidence-informed practices with confidence, precision, and critical thinking to promote optimal patient outcomes.

They will demonstrate **professionalism** in all aspects of their practice – upholding ethical responsibilities, embracing lifelong learning, and honoring the trust placed in them by patients, peers, and the community.

With unwavering **empathy** and **compassion**, graduates will approach everyone with respect and understanding, recognizing the diverse backgrounds and experiences that shape health and healing. Their care will be grounded in **patient-centered management**, prioritizing the needs, values, and goals of the people they serve.

Graduates will be skilled in **communication**, fostering collaborative relationships with patients, colleagues, and interdisciplinary teams through clear, respectful, and culturally sensitive dialogue. They will emerge as **leaders** in the chiropractic profession – advocates for health promotion, community

engagement, and the advancement of integrative healthcare.

Above all, Campbellsville University's Doctor of Chiropractic graduates will be **servant-leaders** who practice with integrity, lead with purpose, and heal with heart.

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. The D.C. Program reserves the right to make changes to the academic schedules at any point to ensure that all competencies and objectives are being met by enrolled students. In response to unique situations such as a global health crisis related concerns, changes may need to be made to the required courses, formats, schedules, assessments, policies, and procedures to quickly respond to the changing learning environment without notice. All changes will be communicated to students in a timely manner.

Graduation criteria include:

- All candidates must complete a minimum of 30 semester hours of academic work with a minimum standing of 3.0 in concentration and a minimum overall average of 3.0 GPA. No "D" grade is accepted in graduate level coursework.
- Successful demonstration of all required Meta Competencies.
- Successful completion of the final four trimesters of the program at Campbellsville University (applicable to transfer students).
- All candidates for graduation must complete an Application for Program Completion through Workday at the beginning of the term for which the degree of work is to be completed. Please contact the Office of Student Records at 270-789-5233 for questions regarding the Application for Program Completion.
- Completion of all exit interviews and related paperwork.
- Resolution of all outstanding financial obligations to the University

The D.C. Program must be completed within six calendar years of the date of matriculation. The six-year period includes leaves of absence and any other period of non-enrollment.

CHIROPRACTIC LICENSING BOARD EXAMINATIONS

Most U.S. states use all or part of the National Board of Chiropractic Examiners (NBCE) competency exams. Graduates are expected to have taken and passed Parts I, II, III, IV, and PT of the National Boards to earn eligibility to sit for the respective state licensing exam. Campbellsville University School of Chiropractic does not require students to take the National Board Examinations, but failure to do so will make a student ineligible for licensure in most states.

NBCE coordinates all exams including testing locations and schedules. As of the writing of this handbook NBCE administers board examinations for all United States jurisdictions. Information about the boards, including test plans, can be found at www.NBCE.org.

Campbellsville University certifies student eligibility to sit for each component of the board examinations. Board eligibility criteria are listed below for each part of the examination followed by a list of topics or domains each test assesses. The Registrar's office ensures exam eligibility and facilitates the application process. Please refer to board websites for specific information regarding application and fees.

Part I Exam Eligibility – Successful completion of all courses through the end of trimester 4 with a passing grade and a CGPA of 2.5 or higher prior to taking Part I.

NBCE PART I

Tests Six Basic Science Areas (Domains):

General Anatomy	Spinal Anatomy
Physiology	Chemistry
Pathology	Microbiology

Part II Exam Eligibility – Successful completion of all courses through the end of trimester 7 with a passing grade and have a CGPA of 3.0* or higher prior to taking Part II.

NBCE PART II

Tests Six Clinical Science Areas (Domains):

General Diagnosis	Chiropractic Practice
Diagnostic Imaging	Principles of Chiropractic
Neuromusculoskeletal Diagnosis	Associated Clinical Sciences

Part III Exam Eligibility – Successful completion of all courses through the end of trimester 7 with a passing grade and a CGPA of 3.0* or higher, and must have passed Part I.

Note – Part III cannot be taken more than nine months prior to the student's expected graduation date.

NBCE PART III

Multiple-choice and case-related questions covering nine clinical content categories:

Case History	Physical Examination
Case Management	Diagnostic Imaging
Chiropractic Technique	Supportive Interventions
Clinical Laboratory and Special Studies	
Neuromusculoskeletal Exam	
Diagnosis and Clinical Impression	

The Diagnostic Imaging Interpretation (DXI) section is comprised of six categories:

Arthritic Disorders	Misc. Osteoarticular
Trauma	Soft Tissue
Congenital Anomalies and Variants	Tumors and Tumor-like processes

Part IV Exam Eligibility – Successful completion of courses through the end of trimester 8 with a passing grade and a CGPA of 3.0* or higher prior to taking Part IV, and must have passed Part I.

Note – Part IV cannot be taken more than six months prior to the student's expected graduation date.

NBCE PART IV

The NBCE Part IV exam consists of three major sections and each of the sections is divided into stations:

Diagnostic Imaging
Chiropractic Technique
Case Management

NBCE Physiotherapy Exam Eligibility – Successful completion of courses through the end of trimester 7 with a passing grade and a CGPA of 3.0* or higher.

Note – The PT exam cannot be taken more than six months prior to the student's expected graduation

date.

NBCE Physiotherapy Examination	
The NBCE Physiotherapy Examination consists of active and passive therapeutics:	
Thermotherapy	Electrotherapy
Mechanotherapy	Phototherapy
Functional Assessment	Exercise Physiology
Endurance Training	Muscular Rehabilitation
Neuromuscular Rehabilitation	Disorder-Specific Rehabilitation

*The Dean of Chiropractic Education reserves the right to evaluate students' readiness for NBCE exams on a case-by-case basis. A cumulative GPA below 3.0 does not automatically disqualify the students from attempting Board Exams.

CHIROPRACTIC LICENSURE

Upon graduation from the D.C. Program, the next step is to obtain a license in the state in which the graduate intends to practice. Graduates are responsible for checking with the state(s) and/or countries in which they plan to seek licensure. This includes educational criteria, and any limitations based on criminal history or other background check results.

The D.C. Program at Campbellsville University qualifies graduates for licensure in most if not all U.S. and Canadian jurisdictions and most other foreign countries. However, licensure regulations vary from one jurisdiction to another and are subject to change. Students should contact individual licensing boards for information on the most current and accurate requirements of a particular state, area, or country.

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

National Board of Chiropractic Examiners- www.nbce.org

Federation of Chiropractic Licensing Boards- www.fclb.org

Canadian Chiropractic Examining Board- www.cceb.ca

NOTICE TO STUDENTS SEEKING LICENSURE IN KENTUCKY

Graduates seeking licensure in Kentucky must meet the requirements established by the Kentucky Board of Chiropractic Examiners (KBCE). Eligibility for licensure includes graduation from a Council on Chiropractic Education (CCE) accredited Doctor of Chiropractic program and successful completion of all four parts of the National Board of Chiropractic Examiners (NBCE) examinations. Applicants must submit a completed licensures application, required fees, official transcripts, NBCE examination scores, proof of graduation, and any additional documentation requested by the Board. Licensure is granted only after the KBCE verifies that all educational, examination, and regulatory requirements have been satisfied. After licensure, chiropractors must maintain their license through annual renewal and completion of Board-approved continuing education requirements. Kentucky licensees are also required to complete the Kentucky State Chiropractic Jurisprudence Course prior to their first license renewal and must complete the continuing education hours required by the KBCE to remain in good standing.

ACCREDITATION AND AUTHORIZATIONS

Campbellsville University's accreditation and authorization page, along with links to accreditors and online authorization, is on our website. Campbellsville University is accredited by The Commission on Colleges and Universities to award diplomas, certificates, associates, bachelors, masters, specialist, and doctorate

degrees. Questions about the accreditation of Campbellsville University may be directed in writing to The Commission at 1866 Southern Lane, Decatur, GA 30033-4097, by calling (404) 679-4500, or by using information available on The Commission's website at www.sacscoc.org.

Campbellsville University obtained initial accreditation for the Doctor of Chiropractic Program by the Council on Chiropractic Education (CCE) in January 2025. The university will apply for continued accreditation as requested by the CCE. Contact information for the Council on Chiropractic Education is as follows:

Council on Chiropractic Education, 10105 E. Via Linda, Suite 103-3642, Scottsdale, AZ 85258-4321, Phone: (480) 443-8877, Website: www.cce-usa.org.

CAREER PATHWAYS

Chiropractic health care is viewed as a whole-person approach to health and wellness. The profession acknowledges the body's natural mechanisms for adaptation and understands the structure, biological function, and cognitive well-being are interrelated. The Chiropractic profession and care delivered by a Doctor of Chiropractic are focused on restoring, supporting, and enhancing the body's natural self-healing and intrinsic regulatory systems. In most cases, treatment is designed to address the root cause of disease and dysfunction and not just to provide patients with symptom relief.

Emphasis is placed on the appropriate use of the most conservative and least invasive treatment first. Treatment approaches comprise a variety of methods chosen specifically for the patient's individual needs. These treatments include, but are not limited to, the following:

- Manual therapies (including spinal manipulation or adjustments and soft tissue manipulation or mobilization)
- Rehabilitative and therapeutic exercises
- Use of therapy modalities, such as laser, thermotherapy, therapeutic ultrasound, and electrotherapy
- Orthotic support, strapping (taping), and bracing
- Nutritional counseling
- Lifestyle and stress management counseling

The Chiropractic profession is one of the fastest growing health care professions, receiving over 190 million patient visits annually. Doctors choose to practice in a variety of settings:

1. Self-employed, owning their own clinic/practice

2. Associateship, working within a group for an owner of a clinic/practice or a multiple clinic/practice system

3. Hospital settings (although less common, some hospital systems employ chiropractors, i.e., the Veterans Affairs system)

Sports or team associations are common. Chiropractic services are seen at every level of athletic competition, from young to professional athletes. To support this specialized training, many educational institutions supplement core curricula with electives focusing on special populations. The core curriculum at Campbellsville University supports a graduate's skill development across all age groups and levels of physical activity, including athletes.

The following board certifications and fellowship credentials have met the standards of the American

Board of Chiropractic Specialists (ABCS) and are recognized by the ABCS and the American Chiropractic Association (ACA).

RECOGNIZED ACA BOARD CERTIFICATIONS

- American Board of Chiropractic Acupuncture Diplomate (DABCA)
- American Board of Chiropractic Internists Diplomate (DABCI)
- American Board of Forensic Professionals Diplomate (DABFP)
- American Chiropractic Neurology Board Diplomate (DACNB)
- Chiropractic Board of Clinical Nutrition Diplomate (DCBCN)
- American Chiropractic Board of Occupational Health Diplomate (DACBOH)
- American Board of Chiropractic Pediatrics Diplomate (DABCP)
- American Chiropractic Rehabilitation Board Diplomate (DACRB

RECOGNIZED INDEPENDENT BOARD CERTIFICATIONS

- American Chiropractic Board of Radiology Diplomate (DACBR)
- American Clinical Board of Nutrition Diplomate (DACBN)
- International Academy of Neuromusculoskeletal Medicine Diplomate (DIANM) – formerly the Academy of Chiropractic Orthopedists and the American Board of Chiropractic Orthopedists
- American Chiropractic Board of Sports Physicians Diplomate (DACBSP)

DOCTOR OF CHIROPRACTIC PROGRAM KEY FEATURES

The Chiropractic Program features Meta-Competencies that serve as the program's overarching educational objectives. These objectives guide curriculum development and curricular enhancements, and benchmarks for the program's success. We have extended our educational goals beyond clinical proficiency to include competencies in the business of health care, more specifically in leadership, business operations, and personal wealth management. We feel these competencies highlight our commitment to the success of our students beyond the required skills of a graduate.

KEY FEATURES OF THE CURRICULUM

- Clinical concepts and relevance embedded in all coursework across the curriculum
- Course integration that improves learning and removes silos between disciplines
- Enhanced pedagogical approach and student assessment providing constant and targeted feedback
- Substantial business courses within the curriculum developing practice-ready graduates

EXCELLENCE IN EDUCATION AND CLINICAL TRAINING

Our connected curriculum provides excellent clinical training through dedicated courses and the integration of clinical concepts throughout the program. The specifically designed clerkship phase of training intensifies training by placing students in a variety of clinical settings, including single doctor practices, multi-doctor and multidiscipline practices, and large or clinic hospital settings. Campbellsville students are trained to provide compassionate patient-centered care, using evidence-informed and best practices in diagnosis, patient management, and behavioral modification, including combinations of rehabilitation, performance training, and nutritional counseling.

PRACTICE OF CHIROPRACTIC

In the first two years of Chiropractic school, the curriculum provides a broad clinically oriented foundational science education with early exposure to patient care and chiropractic practice. The

curriculum employs a variety of instructional methods, including clinical problem-based cases and standardized patient scenarios, to equip students with critical thinking and communication skills essential to providing compassionate, expert care.

EDUCATORS /MENTORS

Educators / Mentors (EM) enhance the development of students as skilled and compassionate doctors by providing both a formal curriculum that cultivates compassion, advocacy, responsibility, and empathy, and a personalized learning experience. Each incoming student is matched with an EM faculty member who serves as a teacher and mentor for the entirety of the student's time at the School of Chiropractic.

Mentorship Structure

Trimester 1: Foundational Mentorship

- Assigned Mentor: Dean of Chiropractic Education
- Purpose
    - Support the student's transition into the graduate program
    - Introduce academic expectations and campus resources
    - Establish a foundation of trust and communication

Trimester 2-7: Faculty Mentorship

- Assigned Mentor: Faculty Match
- Purpose
    - Provide academic coaching and personal encouragement
    - Assist with goal setting, time management, and clinical readiness
    - Address student questions and concerns as they arise
    - Refer students to appropriate support services when needed.

Trimester 8-10: Clinical Mentorship

- Assigned Mentor: Director of Clinical Education
- Purpose
    - Guide and support students during their Community-Based Clerkships
    - Provide career and professional development guidance
    - Serve as a central point of contact for academic or clinical concerns

EARLY CLINICAL OBSERVATION

Early Clinical Observation and early engagement in the clinical setting is an innovative curricular thread for the first two years of the Chiropractic Program. Students observe and participate in clinical experiences that form their vision as a future Doctor of Chiropractic. The course series of goals include developing concrete skills, including communication, critical thinking, and introduction of different career paths. The course series will use several teaching and learning strategies: clinical observation, graduated participation within the clinical theater, interactive group seminars, and small group sessions for reflection on clinical sessions.

FLEXIBLE CLERKSHIPS

Students continue their clinical training and career exploration through the yearlong clinical education clerkships thread. The structure of clinical training is flexible, allowing considerable customization of clerkships, while completing core educational requirements. Students receive outstanding patient-care training offered in various clinical settings, including single provider practices, multi-doctor and multidisciplinary practices, and hospital-affiliated sites.

Our faculty and staff are passionate about educating the next generation of health care providers and leaders by creating enriching learning environments that facilitate and foster critical thinking and innovation.

Like with everything in life, you will get out of your experience at Campbellsville what you put into it, so we encourage students to truly engage in the University by way of the academic program and by taking advantage of opportunities to get involved with classmates and student clubs from across the institution.

DOCTOR OF CHIROPRACTIC PROGRAM STUDENT LEARNING OUTCOMES

META-COMPETENCIES

1. **Assessment & Diagnosis** – Assessment and diagnosis require developed clinical reasoning skills. Clinical reasoning consists of data gathering and interpretation, hypothesis generation and testing, and critical evaluation of diagnostic strategies. This dynamic process includes the collection and assessment of data through history, physical examination, imaging, laboratory tests, and case-related clinical services.

Students will be able to:

1.1 Perform a case-appropriate history that evaluates the patient's health status.
1.2 Perform a case-appropriate examination that leads to the identification of significant findings and determines the need for additional examination, diagnostic and/or confirmatory tests, and consultations.
1.3 Perform/order and interpret clinical laboratory, imaging, and other diagnostic studies required for formulating an appropriate diagnosis.
1.4 Demonstrate clinical reasoning to generate a corresponding list of current/active diagnosis/es.

2. **Management Plan** – Management involves the development, implementation, and monitoring of a patient care plan to positively impact a patient's health and well-being, including specific healthcare goals and prognoses. It may include case follow-up, referral, and/or collaborative care.

Students will be able to:

2.1 Use relevant scientific literature and other evidence to inform patient care.
2.2 Develop an evidence-informed management plan appropriate to the diagnosis, including elements such as obstacles to improvement, measurable healthcare goals, prognoses, and target endpoint of care in consideration of bio-psychosocial factors, natural history and alternatives to care.
2.3 Identify the need and refer for emergency care as appropriate.
2.4 Perform a review of findings that outline the benefits, risks, and alternatives to care and obtain informed consent for care.
2.5 Deliver appropriate chiropractic adjustments/manipulations, and/or other forms of passive care.
2.6 Implement appropriate active care.
2.7 Make recommendations for changes in lifestyle behaviors, including activities in daily living and/or dietary and nutritional habits as appropriate.
2.8 Identify maximum improvement and document the endpoint of care or determine rationales for continuing care.

3. **Health Promotion and Disease Prevention** – Health promotion and disease prevention requires an understanding and application of epidemiological principles regarding the nature and identification of health issues in diverse populations and recognition of the impact of biological, chemical, behavioral, structural, psychosocial, and environmental factors on general health.

Students will be able to:
3.1 Manage health risks and public health issues, including reporting, as required.
3.2 Identify, recommend, and/or provide resources (educational, community-based, etc.) for influencing public health.
3.3 Apply appropriate hygiene practices in the practice environment.

4. **Communication and Record Keeping** – Effective communication includes oral, written, and nonverbal skills with appropriate sensitivity, clarity, and control within a wide range of healthcare related activities, to include patient care, professional communication, health education, record keeping, and reporting.

Students will be able to:

4.1 Document health risks and management options considering the patient's health care needs and goals.

4.2 Exhibit verbal and non-verbal communication skills supportive of patient-centered care.

4.3 Safeguard and keep confidential about the patient's protected health and financial information.

4.4 Generate patient records, narrative reports, and correspondence that comply with state and federal laws and regulations and applicable/accepted industry standards.

5. **Professional Ethics and Jurisprudence** – Professionals are expected to comply with the law and exhibit ethical behavior.

Students will be able to:

5.1 Maintain appropriate boundaries with patients, including physical, communication (verbal and non-verbal), and emotional.

5.2 Maintain professional conduct with patients, peers, staff, and faculty.

5.3 Comply with the ethical and legal dimensions of clinical practice.

6. **Cultural Competence** – Cultural competency includes the knowledge, skills, and core professional attributes needed to provide care to patients with diverse values, beliefs, and behaviors, including the tailoring of health care delivery to meet patient's social, cultural, and linguistic needs in an effort to reduce disparities in healthcare delivery.

Students will be able to:

6.1 Communicate respectfully and effectively with patients of diverse social, cultural, and linguistic backgrounds in a manner that protects the dignity of individuals and communities.

6.2 Design a care plan that considers and respects the culture of the patient.

7. **Chiropractic Adjustment/Manipulation** – Doctor of Chiropractic employs the adjustment/manipulation to address joint and neurophysiologic dysfunction. The adjustment/manipulation is a precise procedure requiring discrimination and identification of dysfunction, interpretation and application of clinical knowledge, and the use of cognitive and psychomotor skills.

Students will be able to:

7.1 Identify subluxations/segmental dysfunction of the spine and/or other articulations.

7.2 Analyze and interpret findings indicating the need for chiropractic adjustment/manipulation.

7.3 Identify indications, contraindications, and risk factors for the chiropractic adjustment/manipulation; and explain the anticipated benefits, potential complications, and effects to patients.

7.4 Apply chiropractic adjustment/manipulation to patients while ensuring patient safety.

7.5 Identify the effects following the chiropractic adjustment/manipulation.

8. **Inter-Professional Education** – Students have the knowledge, skills, and values necessary to function as part of an inter-professional team to provide patient-centered collaborative care. Inter-professional teamwork may be demonstrated in didactic, clinical, or simulated learning environments.

Students will be able to:

8.1 Communicate information with health team members in a manner that is understandable, avoiding discipline-specific terminology when possible.

8.2 Apply collaborative strategies with members of the healthcare team to support a team approach to patient-centered care.

9. **Chiropractic Business Management** – The CU graduate is prepared to operate a successful chiropractic practice and contribute to the integrity and advancement of the profession, always upholding dignity and respect for the diversity of humankind. Necessary skills include constructing a business plan, lease negotiations, expense reporting, corporate structuring, employee management, marketing, effective patient communications, and salesmanship. The graduate must be able to effectively code and bill third parties to ensure profitability and integrity for the profession.

Students will be able to:

9.1 Develop a business plan supported by analysis of economic reports for a given geographic location.

9.2 Analyze and interpret the pros and cons of each of the corporate business structures.

9.3 Perform basic accounting functions to include interpreting and creating simple financial reports.

9.4 Develop internal and external marketing strategies.

9.5 Develop effective communication strategies with patients, families, and staff.

ACADEMIC DEGREE PLAN FOR THE DOCTOR OF CHIROPRACTIC PROGRAM

Focusing on the strengths and challenges of discipline, systems-, and problem-based learning, Campbellsville University's Chiropractic Program designed a modified "application-based" curriculum bringing clinical context into each course. The program is highly structured by design with courses integrated across the curriculum horizontally and vertically. This design ensures that there is a consistent and effective achievement of student skills, abilities, and competencies. Thus, course load and student progress are carefully monitored with an expectation that each student enrolls in a full course load each term, until all graduation requirements have been completed.

Partial Term Load – Students who wish to take a lighter academic load may be allowed to split a term course load between two consecutive terms. This extends the graduation date by one term. Students are responsible for determining the financial impact of splitting the term and extending their graduation date.

Students must obtain approval from the Dean of Chiropractic Education to split a term to take a partial

term load.

CURRICULUM SEQUENCE

Chiropractic course codes are identified by department prefix followed by three-digits. Numbering conventions are defined here for the purpose of institutional internal and external reporting.

Prefix Description
CFS – Chiropractic Foundational Sciences
TPC – The Practice of Chiropractic
CCS – Chiropractic Clinical Sciences
CCE – Chiropractic Clinical Education

The first digit of the course defines its year level.
5xx are graduate level courses appropriate for **Year I 6**xx are graduate level courses appropriate for **Year II**
7xx are graduate level courses appropriate for **Year III**
8xx are graduate level courses appropriate for **Year IV**

YEAR ONE

Students move through systems in year one, with a concentration on clinically relevant anatomy and physiology and clinically relevant biochemistry. Cellular physiology & histology, neuroanatomy, pathology, microbiology, hematology, immunology, and more are all carefully coordinated to ensure learning cuts across these various specialties in a coordinated manner. Students are challenged to discover applicability by connecting the clinical observation courses to the foundational sciences through reflective exercises and active learning approaches. While foundational sciences progress over the first year, chiropractic principles from both historical and modern perspectives are introduced. Lastly, students begin developing their unique hands-on skills through palpation, joint mobility, and subluxation (musculoskeletal dysfunction) analysis. This is accomplished through a coordinated effort between the anatomical sciences and the methods of courses.

YEAR TWO

In preparation for Part I of the NBCE licensing examinations, the foundational sciences are reviewed during the first term of year two. The review course not only provides students time to re-examine basic science concepts, but also time to re-discover the deep connection and interrelation of these concepts to clinical sciences. Entering the second year of study, students must understand multi-system diseases since they have acquired the requisite framework from their anatomy, physiology, biochemistry, and pathology coursework. Building upon the foundational courses, students continue the evolution of applying knowledge with a concentration on clinical skills, diagnosis, and treatment. The clinical sciences taught in Year II include the disciplines of physical diagnosis, functional assessment, toxicology and pharmacology, diagnostic imaging, emergency procedures, and more. In addition to developing diagnosis skills, students sharpen their understanding and knowledge of biomechanics and their ability to assess joint dysfunction. With close instruction and mentorship during this period, students develop their expert touch and the art of spinal adjusting and joint mobilization. In support of Chiropractic-specific procedures, students are also trained in the application of biochemistry in the clinical nutrition sequence.

YEAR THREE

Clinical competency is the hallmark of Year III. As clerks transition from student clinic to their clerkship, course lecture is reduced and mostly replaced with Practice- and Problem-Based Learning (PBL). Critical thinking and the skill of problem-solving are purposefully interwoven through all courses while students co-manage care with their attending clinician/clerkship mentor. Clerks are assessed regularly by their mentor, thus providing formative feedback as they develop and demonstrate mastery of Meta-

Competencies prior to graduation. Review courses include diagnosis, radiology, and treatment application in preparation for licensing examinations (NBCE Part II and III). Included in Year III is a focused investigation of successful business concepts that expertly prepare the graduate to enter the workplace confident in their knowledge of the health care business. The business courses have been designed to complement training within the clinical theater.

Specifics regarding clinic expectations, requirements, policies, and procedures are contained within the clinic education handbook and the individual observation and clerkship course syllabi.

YEAR FOUR

The last year of the Doctor of Chiropractic Program is designed to affirm the graduate's preparation and transition from student to doctor. The final business and leadership courses help the graduate identify a desired career path and build a plan for their future in practice. The Clinical Education department partners with the clerk to assist in their transition into practice.

PROGRAM TOTALS

Total Number of Courses – 60
Semester (trimester) Credits – 226
Instructional Hours – Over 4500

CHIROPRACTIC STUDENT PROGRAM MILESTONES

Progress in the Doctor of Chiropractic Program is celebrated with three separate events: The White Coat Ceremony, The Hooding Ceremony, and Graduation/Commencement.

WHITE COAT CEREMONY

The White Coat Ceremony celebrates new students' transition into the Doctor of Chiropractic Program. Faculty and staff place a white coat on each student with associated expectations for professionalism. Students recite the White Coat Oath, signifying their acceptance of the duties and responsibilities of a healthcare provider in training.

HOODING CEREMONY

The Doctor of Chiropractic Hooding Ceremony is a cherished tradition of the Campbellsville University School of Chiropractic, held in addition to the University's main commencement ceremony. This distinctive celebration brings together the School of Chiropractic family, graduating doctors, faculty, staff, alumni, and the family members, friends, mentors whose unwavering encouragement has helped make this achievement possible. As each graduate is ceremonially hooded, the event honors years of rigorous study, personal sacrifice, and steadfast dedication to the calling of chiropractic. More than a celebration of academic accomplishment, the Hooding Ceremony marks the culmination of a transformative journey and the beginning of a lifelong commitment to compassionate patient care, servant leadership, clinical excellence, and the advancement of the chiropractic profession. It is a moment of profound pride, gratitude, and hope as we recognize our newest Doctor of Chiropractic and welcome them into a profession dedicated to improving the health and well-being of the communities they will serve.

COMMENCEMENT CEREMONY

The commencement ceremony signifies the student's successful completion of the program, taking place at Campbellsville University in Campbellsville, KY. The conferral of the Doctor of Chiropractic degree is a formal celebration of the work, passion, and commitment of our students.

Students are highly encouraged to participate in the commencement ceremony. However, some circumstances may prevent a student from attending. Therefore, attending the commencement ceremony is not mandatory.

DOCTOR OF CHIROPRACTIC COURSE DESCRIPTIONS

Courses are listed alphabetically within their respective departments.

CHIROPRACTIC FOUNDATIONAL SCIENCES (CSF)

CFS 511 Clinically Oriented Anatomy and Physiology I (7 credits/135 hours)

This is the first in a series of three courses designed to develop an understanding of normal clinical anatomy and physiology. Students develop their understanding of anatomy with full-digital cadaver dissection performed in small groups. Labs are supplemented with lectures covering the systematic anatomy and physiology of the human body.

CFS 521 Clinically Oriented Anatomy and Physiology II (7 credits/135 hours)

This is the second in a series of three courses designed to develop an understanding of normal clinical anatomy and physiology. Students develop their understanding of anatomy with full-digital cadaver dissection performed in small groups. Labs are supplemented with lectures covering the systematic anatomy and physiology of the human body.

CFS 531 Clinically Oriented Anatomy and Physiology III (6 credits/105 hours)

This is the third in a series of three courses designed to develop an understanding of normal clinical anatomy and physiology. Students develop their understanding of anatomy with full-digital cadaver dissection performed in small groups. Labs are supplemented with lectures covering the systematic anatomy and physiology of the human body.

CFS 512 Clinically Oriented Biochemistry I (5 credits/75 hours)

This is the first in a series of two courses designed to cover the biochemistry of human health and disease. It provides a critical illustration of metabolic signaling pathways of human health and compares them with those characteristics of pathological conditions. An emphasis is given to nutritional concepts.

CFS 522 Clinically Oriented Biochemistry II (5 credits/75 hours)

This is the second in a series of two courses designed to cover the biochemistry of human health and disease. It provides a critical illustration of metabolic signaling pathways of human health and compares them with those characteristics of pathological conditions. An emphasis is given to nutritional concepts.

CFS 514 Cellular Physiology and Histology (3 credits/45 hours)

This course compliments the gross anatomy and physiology course by exploring the connection between cellular actions and morphology and how it affects function.

CFS 534 Endocrinology and Reproduction (3 credits/45 hours)

This course covers the endocrine system, including anatomic and histologic structures, hormones, functions, mechanisms of action, endocrine-related diseases, and related tumors, as well as the clinical aspects of disease presentation. The course also introduces pharmacological properties of hormones and drugs used in treatment of endocrine disorders. The course concludes with the study of reproduction as it relates to the endocrine system.

CFS 640 Foundational Science Review (5 credits/75 hours)

In this course, students will participate in a guided review of the foundational sciences taught during Year I. The review is designed to assist students in knitting together concepts to their clinical context. The course will also assist students in preparation for the first licensing examination (NBCE Part I), covering general and spinal anatomy, physiology, chemistry, pathology, and microbiology.

CFS 535 Hematology and Immunology (3 credits/45 hours)

This course is the study of the basic principles of hematology, including the structure and function of the cells and organs related to the hematological system, with an exploration of common hematological disorders and their clinical presentations. In the immunological portion of the course, students will learn about the production of various immune system cell types and their functions as they relate to both the innate and adaptive immune responses. Congenital and acquired immunodeficiencies will also be covered in contrast to normal immune response and functions.

CFS 524 Microbiology (3 credits/45 hours)

This course covers basic concepts and principles of microbiology and the impact these organisms have on human health and disease. Topics include the classification of microorganisms, their physiology, structural characteristics, and clinical manifestations. The course includes an imbedded laboratory component designed to complement the lecture topics.

CFS 513 Neuroanatomy and Development (4 credits/75 hours)

This course provides students with lectures and laboratory study of the human nervous system. Structures of the central and peripheral nervous system are reviewed, focusing on neuroanatomy, neurophysiology, and the development of the human nervous system. Based on understanding normal human development, various congenital neurological disorders are explored along with basic clinical problem solving by applying neuroanatomical and neurophysiological principles to case studies. The key goal of this course is to provide introductory knowledge of neuroanatomy and basic clinical problem solving.

CFS 513 Neuroanatomy of the PNS and Development (4 credits/75 hours)

This course provides the student with lecture and laboratory study of the human peripheral nervous system. Structures and function of the peripheral nervous system are reviewed, focusing on neuroanatomy, neurophysiology, and the development of the human nervous system. Based on an understanding of normal human embryological development, various congenital neurological disorders are explored along with basic clinical problem solving by applying neuroanatomical and neurophysiological principles to case studies. The key goal of this course is to provide introductory knowledge and clinically relevant neuroanatomy of the PNS and basic clinical problem solving.

CFS 533 Pathology II (5 credits/90 hours)

This is the second in a series of courses that cover the fundamental principles underlying the pathological alterations in cellular and organ function and pathogenesis of the most common human diseases. Topics include organ structure and function, cell injury, circulatory and inflammatory responses, disordered physiology, and neoplasia. Correlation of the clinical and anatomical manifestations is emphasized.

CHIROPRACTIC CLINICAL SCIENCES (CCS)

CCS 770 Clinical Psychology (3 credits/45 hours)

This course provides a broad overview of the field of clinical psychology, the role of science in clinical psychology, and current issues and ethics. The course also explores some of the most common psychological disorders and various assessment and psychotherapeutic strategies used by clinical psychologists in treatment. By the end of the course, students will have an in-depth understanding of the range of assessment and psychotherapeutic services available to patients of all ages and feel equipped to assist patients in seeking appropriate care.

CCS 652 Diagnostic Imaging I (3 credits/60 hours)

This course is the first in a series of four courses that focus on diagnostic imaging interpretation.

Conventional radiography, computerized tomography, nuclear imaging, magnetic resonance imaging, and diagnostic ultrasound are used to study normal anatomy, congenital anomalies, arthritic conditions, neoplastic disorders, and more. Students learn the fundamentals of report writing, report review, medical referral, and co-management. Students are expected to demonstrate skill and apply knowledge from concurrent and previous coursework.

CCS 662 Diagnostic Imaging II (3 credits/60 hours)

This course is the second in a series of four courses that focus on diagnostic imaging interpretation. Conventional radiography, computerized imaging, and diagnostic ultrasound, are used to study normal anatomy, congenital anomalies, arthritic conditions, neoplastic disorders, and more. Students learn the fundamentals of report writing, report review, medical referral, and co-management. Students are expected to demonstrate skill and apply knowledge from concurrent and previous coursework.

CCS 772 Diagnostic Imaging III (3 credits/60 hours)

This course is the third in a series of four courses that focus on diagnostic imaging interpretation. Conventional radiography, computerized tomography, nuclear imaging, magnetic resonance imaging, and diagnostic ultrasound, are used to study normal anatomy, congenital anomalies, arthritic conditions, neoplastic disorders, and more. Students learn the fundamentals of report writing, report review, medical referral, and co-management. Students are expected to demonstrate skill and apply knowledge from concurrent and previous coursework.

CCS 782 Diagnostic Imaging IV (3 credits/60 hours)

This course is the fourth in a series of four courses that focus on diagnostic imaging interpretation. This course reviews internal derangement of joints focusing on advanced imaging interpretation and appropriate referral and treatment options. This course uses a case-based format supplemented with mini-lectures and review sessions. This course is administered in an online format allowing students to work remotely within their clerkship placement.

CCS 771 Diagnostic Review (3 credits/45 hours)

This course is designed to review previous diagnosis-related concepts and hone critical thinking and problem-solving skills related to clinical care. This course draws on the student's previous knowledge, weaving concepts together in clinical contexts and preparing students to tackle increasing case complexity. The course will also assist students in preparation for the second and third licensing examination (NBCE Parts 2 and 3) covering general and neuromusculoskeletal diagnosis, diagnostic imaging, dermatology, special populations, and more.

CCS 663 Emergency Procedures (2 credits/45 hours)

This course will provide students with basic skills in emergency medical procedures. The course will integrate objectives set forth by the American Red Cross and Department of Transportation for emergency response. The course is specifically designed for persons who respond to acute injury and illness in sports venues or in a clinic setting and who have not previously certified in Emergency Medical Response. This course leads to certification in CPR and the use of an AED.

CCS 523 Pathology I (5 credits/90 hours)

This is the first in a series of courses that covers the fundamental principles underlying the pathological alternations in cellular and organ function and pathogenesis of the most common human diseases. Topics include organ structure and function, cell injury, circulatory and inflammatory responses, disordered physiology, neoplasia, and genetic mutations. Correlation of the clinical and anatomical manifestations is

emphasized.

CCS 541 Physical Diagnosis and Functional Assessment I (10 credits/210 hours)

This is the first in a series of two courses focusing on developing and refining patient interviews and physical examination skills. The course will explore all aspects of the physical exam, including dermatological, neurologic, orthopedic, and functional movement assessment in the development of a working diagnosis and patient management. Critical thinking and problem-solving are the hallmarks of this course, and students are expected to demonstrate skill and apply knowledge from concurrent and previous coursework.

CCS 651 Physical Diagnosis and Functional Assessment II (10 credits/210 hours)

This is the second in a series of two courses focusing on developing and refining patient interviews and physical examination skills. The course will explore all aspects of the physical exam, including dermatological, neurologic, orthopedic, and functional movement assessment in the development of a working diagnosis and patient management. Critical thinking and problem-solving are the hallmarks of this course, and students are expected to demonstrate and refine their skills obtained from CCS 541, as well as apply knowledge from concurrent and previous coursework.

CCS 661 Radiology Physics and Positioning (3 credits/45 hours)

This course will provide introductory knowledge of conventional and advanced diagnostic imaging production. The course will review basic atomic structure and terminology, concepts of electricity, magnetism, electromagnetic radiation, X-ray production, photon interaction with biologic tissues, and image production. The course will also review limited radiographic positioning techniques commonly used in a chiropractic clinic setting.

CCS 654 Special Populations I (3 credits/45 hours)

This is the first in a series of two courses that study an evidence-based approach to the evaluation and management of patients who need specialized care. These patient populations include pediatrics, pregnant mothers, geriatrics, and more. The course will focus on chiropractic care and include a practical component that supplements lecture. Included in this course is an exploration of continuity of care, integration of care, and cooperation of care across disciplines.

CCS 664 Special Populations II (3 credits/45 hours)

This is the second in a series of two courses that study an evidence-based approach to the evaluation and management of patients who need specialized care. These patient populations include pediatrics, pregnant mothers, geriatrics, and more. The course will focus on chiropractic care and include a practical component that supplements lecture. Included in this course is an exploration of continuity of care, integration of care, and cooperation of care across disciplines.

CCS 653 Toxicology and Pharmacology (3 credits/45 hours)

This course is designed to develop skills related to the principle of pharmacology as they pertain to therapeutic agents, prescriptions, and non-prescription drugs. Course discussion will include the mechanisms of action for the major classes of therapeutic agents, understanding pharmacodynamics, side effects, and toxicities. A review of environmental and occupational toxicology completes the course.

THE PRACTICE OF CHIROPRACTIC (TPC)

TPC 661 Active and Passive Therapeutics I (3 credits/60 hours)

This course is the first of two courses in which students study applied therapeutic concepts. The course

focuses on physiological responses to passive treatment modalities, such as electric stimulation (TENS, EMS), therapeutic ultrasound, heat or cold therapy, laser, and more. Active therapeutics focus on functional responses and adaptations of the human body to specific exercise treatments. The influence of structural and physiological changes with respect to growth, aging, nutrition, and disease are considered.

TPC 771 Active and Passive Therapeutics II (5 credits/ 120 hours)

This course is the second of two courses in which students study applied therapeutic concepts. The course focuses on physiological responses to passive treatment modalities, such as electric stimulation (TENS, EMS), therapeutic ultrasound, heat or cold therapy, laser, and more. Active therapeutics focuses on functional responses and adaptations of the human body to specific exercise treatments. The influence of structural and physiological changes with respect to growth, aging, nutrition, and disease are considered.

TPC 520 Chiropractic Methods I – Palpation (2 credits/45 hours)

This course is the first in a series that focuses on the development of hands-on skills unique to the chiropractic doctor. Building on the foundations of gross anatomy, this course introduces the skill of palpation as a diagnostic technique utilizing anatomical positioning and landmarks to identify both soft and hard tissues. Correlation of clinical concepts is emphasized.

TPC 530 Chiropractic Methods II – Somatic Dysfunction (2 credits/45 hours)

This is the second in a series that focuses on the development of hands-on skills unique to the chiropractic doctor. Building on the foundations of gross anatomy and of palpation as a diagnostic technique, students utilize their knowledge to identify normal and altered function of the somatic (body framework) system, including skeletal, arthrodial, and myofascial structures. Biomechanical and structural abnormalities are reviewed with clinical emphasis.

TPC 640 Chiropractic Methods III – Cervical-Thoracic (5 credits/120 hours)

This course is the third in a series that focuses on the development of hands-on skills unique to the chiropractic doctor. Building on the skills of identifying normal and altered function of the somatic system, including skeletal, arthrodial, and myofascial structures, students learn the techniques of cervical and thoracic treatment using a variety of joint mobilization and adjustment techniques.

TPC 650 Chiropractic Methods IV – Lumbo-Pelvic (5 credits/120 hours)

This is the fourth in a series that focuses on the development of hands-on skills unique to the chiropractic doctor. Building on the skills of identifying normal and altered function of the somatic system, including skeletal, arthrodial, and myofascial structures, students learn the techniques of lumbar and pelvic treatment using a variety of joint mobilization and adjustment techniques.

TPC 660 Chiropractic Methods V – Extremity and Soft Tissue (3 credits/75 hours)

This course is the fifth in a series that focuses on the development of hands-on skills unique to the chiropractic doctor. Building on the skills of identifying normal and altered function of the somatic system, including skeletal, arthrodial, and myofascial structures, students learn the techniques of extremity and soft tissue treatment using a variety of joint and soft tissue mobilization and adjustment techniques.

TPC 770 Chiropractic Methods VI – Technique Principles (3 credits/75 hours)

This course is the sixth in a series that focuses on the development of hands-on skills unique to the chiropractic doctor. In this course, students review all treatment techniques and refine their skills and treatment planning with close mentorship and instruction from an experienced clinician. This course utilizes case studies and role-playing in a clinical setting. Students are expected to demonstrate skill and apply knowledge from concurrent and previous coursework.

TPC 662 Clinical Nutrition I (5 credits/75 hours)

This course is the first in a series of two courses in which the student develops an advanced knowledge of nutrition, including macro- and micronutrients, weight management, supplements, vegetarianism, and more. The course studies nutritional issues of healthy and ill individuals at various stages of life. The course also studies the nutritional needs of the athlete, the aged, and patients with chronic illness. At the end of this series, students will be able to carry forward their knowledge of nutrition into a clinical setting managing or co-managing patient needs.

TPC 662 Clinical Nutrition II (3 credits/45 hours)

This course is the second in a series of two courses in which the student develops advanced knowledge of nutrition including macro- and micronutrients, weight management, supplements, vegetarianism, and more. The course studies nutritional issues of healthy and ill individuals at various stages of life. The course also studies the nutritional needs of the athlete, the aged, and patients with chronic illness. At the end of this series, students will be able to carry forward their knowledge of nutrition into a clinical setting managing or co-managing patient needs.

TPC 511 Evidence-Informed Chiropractic Practice I (4 credits/60 hours)

This is the first in a series of three courses designed to review the history and development of the profession. Students will also explore how research-based discoveries have influenced the profession's development. Students critically analyze current literature and review research methods, including qualitative and/or quantitative approaches, samplings procedures, and data analysis, and discuss how the profession's history and new evidence informs practice.

TPC 521 Evidence-Informed Chiropractic Practice II (2 credits/30 hours)

This is the second in a series of three courses designed to review the history and development of the profession. Students will also explore how research-based discoveries have influenced the profession's development. Students critically analyze current literature and review research methods, including qualitative and/or quantitative approaches, samplings procedures, and data analysis, and discuss how the profession's history and new evidence informs practice.

TPC 531 Evidence-Informed Chiropractic Practice III (2 credits/30 hours)

This is the third in a series of three courses designed to review the history and development of the chiropractic profession. Students will also explore the concepts of evidence-based medicine and evidence-based, patient-centered chiropractic care. Students will critically analyze current literature and clinical practice guidelines from multiple health care professions for common musculoskeletal conditions. The student will discuss how new and established medical evidence informs a collaborative practice.

TPC 641 Public Health and Epidemiology (5 credits/75 hours)

In this course, students will study the principles of public health using local and global health problems as examples. Students will explore the multiple determinants of population health with a focus on socioeconomic, behavioral, political, cultural, community, and health care-related determinants. Students are also introduced to epidemiology and evidence-based public health, with a focus on current research and practice.

CHIROPRACTIC CLINICAL EDUCATION (CCE)

CCE 775 Business Principles I (4 credits/60 hours)

This is the first in a series of four courses designed to prepare students to enter the business of health care. In this first course, students discover and discuss local, state, and federal laws, regulatory mandates,

healthcare policies, and legal responsibilities associated with professional practice. A problem-centered approach is used to demonstrate legal pitfalls in practice.

This business course will be specifically designed to help the maturing student understand the general aspects of running a chiropractic business. Here we teach the pros and cons of starting up your own practice compared to working as an associate, as well as the legal ramifications of both. To do that effectively, we will cover how to read and interpret an associate and lease contract. We will talk in depth about different American corporate structures and the tax implications of each. Students will create the necessary compliance manuals to practice in a modern litigious world, such as HIPAA, OIG, and safety manuals. We will be visited by a lawyer who will teach aspects of litigation and how to protect against unwarranted malpractice and civil lawsuits. The class will end with the fine-tuning of treatment plans and patient communications necessary to run an effective practice.

CCE 785 Business Principles II (3 credits/45 hours)

This course is second in a series of four business courses designed to prepare the student to succeed financially in Chiropractic practice. Students use the principles taught in this course to evaluate and review business practices within their assigned clinical office during Clinical Clerkship II. The course focuses on ICD-10 codes for correct insurance billing as a representation of the patient's condition. Proper documentation as it relates to subjective/objective findings with the goal of meeting insurance standards is discussed. The correct use of CPT codes is also reviewed, along with the proper documentation and billing of uncovered products and services. The course also reviews the correct use of HCFA and electronic billing. Students are also taught the importance and practical use of chart audit processes for both documentation and billing. This course is administered in an online format, allowing students to work remotely within their clerkship placement.

CCE 795 Business Principles III (3 credits/45 hours)

This course is the third in a series of four business courses designed to prepare students to enter the business of health care knowledgeable accounting practices. Students will learn to interpret financial statements, understand cash flow, and review customary money management principles. Month-end reporting and statistical practice analysis will also be discussed. The principles of running a lean business, the importance of P=I-E, aged accounts, and the effects on the bottom line will be discussed. The course concludes with a review of wealth management strategies and planning for retirement. Instructional methods include digital lectures, hands-on digital workshops, and supplemental reading and learning between sessions. Students are actively involved in the learning process using their clinical clerkship experience to gain practical insight into the development of applicable deliverables in preparation for opening a clinic/practice. This course is administered in an online format, allowing students to work remotely within their clerkship placement.

CCE 805 Business Principles IV (3 credits/45 hours)

This is the fourth and final course in a series of four courses designed to prepare students to enter the business of health care. This course is designed to review the principles of entrepreneurship, preparing the students to set up practice if they choose. Various critical topics are reviewed including practice locations, corporate structure, loan types available for doctors, and the creation of a business plan. Topics reviewed include the cost of opening a practice, government regulation, business licenses, planning, and zoning. Students will review typical staffing needs, interview techniques, and correct employee choice. Also discussed is the importance of job descriptions, training manuals, marketing strategies, and processes to track efficiency. The course concludes with how to standardize business processes, hire associates, and open multiple locations. Instructional methods include digital lectures, hands-on digital workshops, and supplemental reading and learning between sessions. Students are actively involved in the learning

process and development of applicable deliverables in preparation for practice. This course is administered in an online format, allowing students to work remotely within their clerkship placement.

CCE 781 Case Review I (3 credits/45 hours)

This is the first course in a series of three courses designed to hone critical thinking and problem-solving skills, integrating all aspects of clinical care including diagnosis, treatment planning, and prognosis. The series of courses evolves in case complexity challenges students to draw on previous knowledge and research less commonly encountered concepts. In addition to clinical concepts, the course will review diagnostic coding and reporting. Case presentations in a grand round format are frequently utilized. This course is administered in an online format, allowing students to work remotely within their clerkship placement.

CCE 791 Case Review II (3 credits/45 hours)

This is the second course in a series of three courses designed to hone critical thinking and problem-solving skills, integrating all aspects of clinical care including diagnosis, treatment planning, and prognosis. The series of courses evolves in case complexity, challenging students to draw on previous knowledge and research less commonly encountered concepts. In addition to clinical concepts, the course will review diagnostic coding and reporting. Case presentations in a grand round format are frequently utilized. This course is administered remotely within their clerkship placement.

CCE 801 Case Review III (3 credits/45 hours)

This is the third course in a series of three courses designed to hone critical thinking and problem-solving skills, integrating all aspects of clinical care including diagnosis, treatment planning, and prognosis. The series of courses evolves in case complexity challenges students to draw on previous knowledge and research less commonly encountered concepts. In addition to clinical concepts, the course will review diagnostic coding and reporting. All students are required to present a complex case during the term as part of the course completion requirements. This course is administered in an online format, allowing students to work remotely within their clerkship placement.

CCE 770 Chiropractic Clerkship I (4 credits/90 hours)

This is the first in a series of four clerkship courses. In this first course, students work in teams with a licensed Doctor of Chiropractic to practice, refine, and employ clinical problem-solving skills, participate in reflective discussions, and assume professional roles in various clinical patient scenarios. This class focuses on clinical observation and supervised applications of all adjusting techniques and care procedures in the development of individualized evidence-informed treatment plans and relevant documentation. Students are expected to demonstrate skills and apply knowledge obtained from concurrent and previous coursework.

CCE 780 Chiropractic Clerkship II (6 credits/270 hours)

This is the second in a series of four clerkship courses. In this second course, students work directly with a licensed Doctor of Chiropractic in a community-based clinic/practice. Students work with a licensed Doctor of Chiropractic to practice, refine, and employ clinical problem-solving skills, participate in reflective discussions, and assume professional roles in various clinical patient scenarios. This class focuses on clinical observation and supervised application of all adjusting techniques and care procedures in the development of individualized evidence-informed treatment plans and relevant documentation. Students are expected to demonstrate skills and apply knowledge obtained from concurrent and previous course work, specifically focusing on understanding the business procedures and principles employed at the clinic/practice. This course is administered in an online format, allowing students to work remotely within

their clerkship placement.

CCE 790 Chiropractic Clerkship III (7 credits/315 hours)

This is the third in a series of four clerkship courses. In the third course, students work directly with a licensed Doctor of Chiropractic in a community-based clinic/practice. Students work with a licensed Doctor of Chiropractic to practice, refine, and employ clinical problem-solving skills, participate in reflective discussions, and assume professional roles in various clinical patient scenarios. This class focuses on clinical observation and supervised application of all adjusting techniques and care procedures in the development of individualized evidence-informed treatment plans and relevant documentation. Students are expected to demonstrate skills and apply knowledge obtained from concurrent and previous coursework, specifically focusing on understanding the business procedures and principles employed at the clinic/practice.

CCE 800 Chiropractic Clerkship IV (7 credits/315 hours)

This is the fourth and final course in a series of four clerkship courses. In this fourth course students work directly with a licensed Doctor of Chiropractic in a community-based clinic/practice locally or within any approved clinic/practice in the United States or approved clinic/practice aboard. This class focuses on supervised application of all adjusting techniques and care procedures in the development of individualized evidence-informed treatment plans and relevant documentation. Students are expected to demonstrate mastery of skills commensurate with a soon-to-be Doctor of Chiropractic. At the end of this course, students will have obtained the minimum competencies deemed necessary to enter practice, given all licensing requirements have been successfully completed.

CCE 510 Clinical Observation I (1 credit/15 hours)

This is the first in a series of six courses designed to develop the knowledge required to obtain and record a complete medical history, to use appropriate physical examination techniques, and to use accurate terminology to document findings. Knowledge will be developed through structured exercises and community experiences. By observing a practicing doctor early in the curriculum, students appreciate and understand the complexities of patient care, resulting in better communication with patients and family members.

CCE 520 Clinical Observation II (1 credit/15 hours)

This is the second in a series of six courses designed to develop the knowledge required to obtain and record the complete medical history, to use appropriate physical examination, and to use accurate medical terminology to document findings. The course will provide an overview of the medical health record, as well as development of writing and organizational skills for health care record keeping. Knowledge and skills will be developed through structured exercises and community experiences. By observing a practicing doctor early in the curriculum, students appreciate and understand the complexities of patient care, resulting in better communication with patients and family members.

CCE 530 Clinical Observation III (1 credit/15 hours)

This is the third in a series of six courses designed to develop the knowledge and skills required to obtain and record the complete medical history, to use appropriate physical examination techniques, and to use accurate medical terminology to document findings. This course will provide an opportunity to review and audit medical health records for their accuracy, as well as development of writing and organizational skills for health care record keeping. Knowledge and skills will be developed through structured exercises and community experiences. By observing a practicing doctor early in the curriculum, students appreciate and understand the complexities of patient care resulting in better communication with patients and family

members.

CCE 640 Clinical Observation IV (1 credit/15 hours)

This is the fourth course in a structured series that began with clinical observation and now expands to introduce research concepts in chiropractic practice. Building on prior observational experiences, this course develops the knowledge and skills necessary to critically evaluate scientific literature, formulate research questions, and understand the ethical considerations involved in chiropractic research. Designed to complement concurrent clinical coursework, this course integrates research methodology with structured observation, reinforcing the role of evidence-based practice in patient care. Students will engage in guided discussions, structured exercises, and interactive presentations, developing their ability to analyze research and apply scholarly inquiry to chiropractic education and practice. Through these experiences, students will gain a deeper appreciation for the intersection of research and patient care, enhancing their ability to communicate findings effectively in both academic and clinical settings.

CCE 650 Clinical Observation V (1 credit/15 hours)

This is the fifth course in a series that builds prior observation and research foundations (clinical observation IV). Expanding upon these foundations, this course focuses on research design, methodology, and data collection. Students will develop practical skills in study design, data management, and identify biases while ensuring ethical compliance. Designed to complement concurrent clinical coursework, this course integrates structured observation, reinforcing the role of evidence-based practice in patient care. Students will engage in guided discussions, structured exercises, and interactive presentations, developing their ability to analyze research and apply scholarly inquiry to chiropractic education and practice. Through these experiences, students will gain a deeper appreciation for the intersection of research and patient care, enhancing their ability to communicate findings effectively in both academic and clinical settings.

CCE 660 Clinical Observation VI (2 credits/45 hours)

This is the sixth and final course in a structured series designed to develop research competency alongside clinical skills. Building upon Research Methods and Data Collection in Chiropractic, this course focuses on analyzing research data, interpreting results, and effectively communicating findings. Students will apply statistical tools, scientific writing, and presentation techniques to produce a research paper, abstract, or poster presentation suitable for academic or professional dissemination. Taken alongside a review of Physical Examination and Functional Assessment, this course prepares students for Chiropractic Clerkship I by integrating research knowledge with clinical readiness. Through structured activities and community experiences, students will refine their ability to apply research to evidence-based practice, ensuring they are prepared to contribute to chiropractic scholarship and patient care.

CCE 792 Health Care Teams – Interprofessional Collaborative Care (3 credits/45 hours)

This course introduces the foundations of interprofessional collaborative care. Students learn the benefit of interprofessional practice through the exploration of roles and responsibilities of other health care providers. Students learn interprofessional communication strategies and a framework for deliberately working together, maintaining a climate of mutual respect and shared values, with the common goal of improving patient outcomes. Multidisciplinary practices are a focus on this course. This course is administered in an online format, allowing students to work remotely within their clerkship placement.

CCE 802 Leadership (4 credits/60 hours)

This course is designed to develop and enhance the leadership and teamwork skills of Chiropractic Clerks soon to graduate. This course reviews the use of various leadership styles, self-management,

communication in and outside of a clinical setting, giving and receiving feedback, taking and delegating responsibilities, and setting direction. In addition, there is a focus on effective presentations and public speaking. The course utilizes leadership profile and personality assessment tools to assist students in understanding their strengths and opportunities for improvement. The course is designed to help students develop skills transferable across all of life's facets embedded in a foundation of servant leadership. This course is administered in an online format, allowing students to work remotely within their clerkship placement.

PROGRAM POLICIES AND PROCESSES

Campbellsville University School of Chiropractic is committed to fostering an environment that promotes academic and professional success in students and faculty mentors at all levels. The achievement of such success is dependent on the environment free of behaviors that undermine the mission of the institution and the values previously articulated. Both faculty and students bear considerable responsibility with respect to their evaluative roles relative to student work and with respect to modeling professional behaviors. Faculty must be ever mindful of this responsibility and conduct themselves professionally in their interactions with colleagues, patients, and students whose education has been entrusted to them.

RESPONSIBILITIES OF FACULTY

- Be on time for didactic, lab, and clinical encounters.
- Treat all students and fellow faculty with respect and fairness.
- Treat all learners and fellow teachers equally regardless of age, gender, race, ethnicity, national origin, religion, disability, sexual orientation, or gender identity or expression.
- Provide current materials in an effective format for learning.
- Provide timely feedback with constructive suggestions and opportunities for improvement/remediation when needed,
- Provide weekly office hours for students.

RESPONSIBILITIES OF STUDENTS

- Be on time for didactic and clinical encounters.
- Treat all fellow learners and teachers with respect and fairness.
- Treat all fellow learners and teachers equally regardless of age, gender, race, ethnicity, national origin, religion, disability, sexual orientation, or gender identity or expression.
- Commit the time and energy to your studies necessary to achieve the goals and objectives of each course.
- Communicate concerns/suggestions about the curriculum, didactic methods, teachers, or the learning environment in a respectful, professional manner.

REOURCES FOR ADVICE AND CONFLICT RESOLUTON

Campbellsville University School of Chiropractic encourages students to resolve concerns informally whenever possible. Many issues can be addressed quickly through direct communication with the individuals involved and the appropriate academic or administrative leadership.

Academic and Program Culture Issues

Step 1- Speak with the faculty member or individual directly; pending conversation a satisfactory solution will present OR faculty and/or student may proceed to Step 2.

Step 2- Speak with your faculty mentor; pending conversation a satisfactory solution will present OR the faculty mentor and/or student may proceed to Step 3.

Step 3- Speak with the Dean of Chiropractic Education; pending conversation a satisfactory solution will present OR the Dean may proceed to Step 4.

Step 4- If unresolved, the Dean will speak with the Vice President for Academic Affairs.

Formal Grievance and Complaint Procedure

If informal resolution does not resolve the issue, or if the student wishes to submit a formal complaint, the student must complete the official Campbellsville University Complaint Form available on the University website under the "Policy" section. Submission requires logging in with Campbellsville University credentials.

After a complaint is filed, the student will receive an initial written response or any necessary follow-up questions through the student's Campbellsville University email account. Complaints related to student services will be reviewed by the Office of Student Services, which will investigate the matter and respond accordingly.

Note: Students may use the formal complaint process at any time when required by law, policy, or the seriousness of the concern, including situations involving safety, discrimination, harassment, retaliation, or other matters that should not be handled solely through informal discussion.

TITLE IX – NOTICE FOR DISCRIMINATION

Campbellsville University and its faculty are committed to assuring a safe and productive environment for all students. In order to meet this commitment and to comply with Title IX of the Education Amendments of 1972 and guidance from the Office for Civil Rights, the University requires all responsible employees, which includes faculty members, to report incidents of sexual misconduct shared by students to the University's Title IX Coordinator.

Information regarding the reporting of sexual violence and the resources available to victims of sexual violence is set forth on the Campbellsville University website.

ATTENDENCE POLICY FOR PRE-CLERKSHIP COURSES

Students are required to attend all course sessions unless they have either an excuse or an "allowable" absence. Make-up work may be offered in the event of excused absences; this will be determined on a case-by-case basis.

EXCUSED ABSENCES

Excused absences from educational sessions are granted for illness, medical appointments, personal issues, family emergencies, religious observances, and jury duty. In all circumstances, excused absences require students to inform faculty. Students may be asked to supply supporting documentation for excused absences.

When circumstances call for discretion regarding unplanned absence, students are asked to call or email the administrative assistant in the Office of the Dean of Chiropractic Education.

RELIGIOUS OBSERVANCES (EXCUSED)

When possible, the D.C. Program avoids scheduling mandatory sessions/exams on religious holidays. If students observe holidays that coincide with session dates, students are asked to inform faculty and/or the Dean of Chiropractic Education. Please note that course sessions or assessments/exams may fall before or just after a religious holiday – in this case, students are expected to observe holidays locally as travel for holidays will not be excused.

ALLOWABLE ABSENCES

Recognizing that there are other important events in students' lives, the School of Chiropractic grants

allowable absences. Examples of such events include attending a wedding, graduation, other family events, and conferences. Students are required to make up missed quizzes or other graded assignments within the timeline the course director requires. Note that "allowable" absences are not "personal days"- students still must have a reason for the absence, as well as emailing the Office of the Dean of Chiropractic Education well in advance of the intended "allowable" absence. If one of these events falls on an exam day, then please arrange an appointment to meet with the course director(s) to discuss options. Exams are never given before the scheduled exam date. Students are asked not to make travel arrangements prior to consulting the course director and Dean, as it is not always possible to rearrange exams.

It is the student's responsibility to be familiar with the requirements of each course, which are outlined in each course's syllabus.

Students with a history of multiple unexcused absences from classroom activities or assessments may be ineligible for honors or other awards, and the Dean of Chiropractic Education may note unprofessional conduct in their student records.

WHY ARE COURSE SESSION LECTURES/LABS REQUIRED?

- Any course session lecture or lab may include patient presentations. We are fortunate that many patients will contribute to student education by volunteering to be interviewed and/or examined in front of the class. Professional standards and respect for these patients mandate that all students be present for such sessions.
- Most small groups and laboratory sessions are required for the following reasons: to be effective, interactive small group learning requires critical mass of participants; small groups allow for productive interaction and the development of teamwork skills – essential components for all health care providers.
- Clinical hands-on skills (anatomy labs, digital dissection, interviewing, physical diagnosis, and functional assessments) and patient care (observations, clerkships, etc.) sessions are required because they can only be effectively taught by direct participation and experiential learning.
- If a student is more than 15 minutes late for a required session, then it is their responsibility to provide a brief written explanation.
- If a student is late for more than three sessions, the faculty will alert the Office of the Dean of Chiropractic Education, triggering a mandatory meeting with the student and the Dean. A letter of unprofessional conduct may be placed in the student's record.

STUDENT EVALUATION PROCESSES

Prior to graduation, students are evaluated on the program's nine (9) Meta-Competencies through course student learning outcome assessments that are linked to the course objectives. In all cases, the assessment of Meta-Competencies is multiple and progressive with triangulation and feedback at each stage.

Faculty may elect to use quizzes, practical exams, written exams, discussion board communication, written homework assignments, presentations, and other means to assess student progress towards course level and program level learning outcomes. When appropriate, faculty will use assessment rubrics designed so that students understand assessment criteria and expected outcome goals.

Assessments are designed to authentically assess student achievement and to provide students with necessary feedback when directing their own remediation efforts.

Grade Calculations: Student's grades in each course are calculated based on the specific need of the course materials. Course syllabi provide the assessment schedule, available points, and grading calculations.

Total course points will be tallied then converted into a percentage score.

Example – using the total point accumulation of 347 out of a total 400 available points, the final grade percentage before rounding of 86.75% is then rounded from the tenths position only and the 0.75% is rounded up resulting in a final grade of 87%. If the points accumulation was 345 / 400, then the final grade becomes 86.25% rounded down to 86%.

GRADE CONVERSION

A	90-100% 360 - 400	B	80-89% 320 - 359	C	70-79% 280 - 329	D	60-69% 240 - 279	F	Below 60 239 -

Faculty members will post grades according to the type of assessment. In some cases, grades will be immediately available while other times require several days of hand grading.

SATISFACTORY ACADEMIC PROGRESS (SAP)

The progress of each student working towards the D.C. degree is monitored carefully, and the determination of Satisfactory Academic Progress (SAP) is reviewed by the program faculty, on a trimester basis. At the end of each academic term, students must have academic standing consistent with the course, clerkship, and other assessment achievements leading toward successful completion of graduation requirements.

Students must maintain a cumulative GPA of 3.0 in the DCP. Students who fall below a 3.0 are required to provide a success plan to their faculty mentor and to meet periodically throughout the term to review and revise their plan, as determined by the faculty. At the completion of the academic term, the students are required to submit their Satisfactory Academic Progress Plan to the Academic Advancement Committee.

Qualitative Measures of SAP – Each student is required to successfully complete all program requirements to graduate with the D.C. degree.

Quantitative Measures of SAP – To meet graduation requirements, students must successfully complete the prescribed courses of study with a cumulative GPA of 3.0 or higher. Students must successfully complete all clerkship requirements/assignments and successfully meet or exceed all Meta-Competency benchmarks.

Academic Advancement

The Academic Advancement Committee (AAC) ensures that students on a Satisfactory Academic Progress (SAP) Plan are meeting expectations for continued progress within the Doctor of Chiropractic program. The AAC's role is to assess each student's academic progress, determine readiness for advancement to the next trimester, and recommend interventions when needed.

SAP Plan Review Process

1. **End of Trimester Submission** – students and faculty mentors submit completed SAP forms to the AAC by Week 12 of the trimester, including: attendance counts, assessment performance, documentation of successful completion of additional assignments (if applicable), and records of mentor meetings and support services accessed.
2. **Committee Meeting Schedule** – The AAC will meet within 7 business days after the submission of SAPs. *Students may be asked to attend a portion of the meeting if clarification is needed.
3. **Decision-Making Outcomes** – Thee AAC may render one of the following decisions:
    - Approved for Progression: The student has met SAP goals and may continue to the next trimester.

- Continued SAP with Additional Conditions: The student shows partial progress. May continue to the next trimester with required conditions (e.g., more frequent mentorship, tutoring, limited course load).
- Academic Hold or Delay in Progression: The student has not met SAP goals. A remediation term or academic leave may be recommended before progression.

All decisions will be documented, communicated in writing to the student, and filed with the Office of the Dean of Chiropractic Education.

Failing a Course

Students who fail a course must repeat the course in the subsequent term or when deemed appropriate by the faculty. Only one retake is allowed in any course. A single course failure may result in a delay of graduation by a term or more due to a modified schedule moving forward in the program. A student who fails a course is required to create a Satisfactory Academic Progress Plan to help avoid falling behind or failing additional courses. When deemed appropriate, a student may be offered to complete remediation instead of repeating a course. See criteria for remediation below.

Note:

- A modified schedule will be created with the repeated course included.
- In the event the failed course is a prerequisite for another course; the student may not take the next course in the sequence unless approved by the faculty.
- In the event there is a scheduling conflict, the repeated course is the priority over other courses in conflict.
- The failed course will remain on the transcript until completion of the repeated course.

Remediation

If approved by the Dean of Chiropractic Education, a student may repeat a component of a course through the development of a remediation plan, instead of retaking the entire course. A student must meet the remediation criteria to be eligible for the remediation plan.

Criteria For Remediation
A student may fail only one course in a given trimester in which they are applying for remediation.
An individual course may only be remediated once during the course of study.
The student must have earned a minimum of 50% in the course they are applying to remediate, earned grades below 50% require a student to repeat the course in its entirety.
The student's cumulative GPA must be at a minimum of 3.0 prior to the term of course failure. For a new Trimester 1 student, their cumulative GPA will be calculated using their T1 term GPA without the failed course included.
A student is allowed to remediate only two courses over the course of the chiropractic degree program. Student remediation efforts will be tracked by the Office of the Dean of Chiropractic Education.

Application and Approval Process

1. Students opting to remediate rather than repeat a course must apply to the course faculty member and the Office of the Dean of Chiropractic Education for remediation within 3 days of the final grade being posted.
2. The course instructor will notify the Dean that a student has applied for remediation and will confirm that the applicant has met the remediation criteria noted above.
3. The Office of the Dean of Chiropractic Education then informs the student if their application for remediation has been accepted.
4. At the beginning of the new term, the student is required to meet with the faculty member to discuss their areas of deficiency and create their remediation plan to address the deficiencies. Note: Despite a failed course, students are registered for the next term, including courses that may have required the failed course as a prerequisite.
5. A passing final grade is issued once the remediation plan has been completed.

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.

A student may appeal the fairness of any academic action or register a complaint, including against a course grade, to the Academic Council following consultation with his/her faculty mentor, the instructor, and the appropriate department chair and/or the Dean. Please see the Academic Affairs concern/issue flow as previously described.

GRADE APPEAL GUIDANCE

Pre-Clerkship Quizzes and Written Exams: Following the return of an assessment, there is a period of ten academic days during which a student may review the exam with the course faculty to determine if the grade on the examination should be changed. Usual reasons for making a change would include incorrect grading or an arithmetic error in computing the grade. Changes that alter final grades are accepted in writing from the course director to the Registrar. The student should discuss the issue with the course faculty during the ten-academic day period following the believed error.

Standardized Patient or OSCE (Objective Structured Clinical Exam) Exams: In the event that a student fails to achieve a satisfactory score on and OSCE or standardized exam, the course, clerkship, or OSCE administrator will automatically review the testing data, including reviewing video recordings as necessary. At the discretion of the course, clerkship, or OSCE administrator, a student may review video recordings of the exam (in the presence of the course, clerkship, or OSCE administrator or other designated faculty member) for the purpose of receiving feedback.

Clerkships – Requesting an Appeal of a Final Grade for a Clerkship: Students who want to appeal their final clerkship grade:

- Must first read the "***Assigning the Clerkship Grade"*** document found in the Clinical Education Handbook.
- Students must be thoughtful about the appeal and reasons for the grade change request.
- An appeal will result in one of two outcomes: no change to the clerkship grade or a higher clerkship grade. If the appeal results in a lower clerkship grade, then there must be compelling evidence for the grade change.

If, after reviewing the information above, a student wants to move forward with the request to appeal their grade, they must contact the Chiropractic Clinical Education Director within ten days of receipt of their grade.

Receiving a grade appeal:

1. The Director will review the student's request and will conduct a full review of all the documents and evaluations received from all evaluators for that student during the trimester clerkship period.

2. If the Director feels that there is compelling information to warrant a change in the grade, they must contact the Dean to re-open the grading process. If consensus is found and there is a basis for changing the result of the final grade, then the Director will notify the Registrar's Office and the student.

3. If the Director feels there is no basis for the grade change, then the student will be notified by the Director that their grade will not change.

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. Campbellsville 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 jurisdiction to override a grade appeal decision based on 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 process considers whether a grade was determined in a fair and appropriate manner; it does not grade or re-grade an individual assignment or project.

The student must substantiate the claim that their grade represents unfair treatment compared to the standard applied to other students. In the absence of compelling reasons, such as clerical errors, prejudice, arbitrary decisions, 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 (removed in fact). This grade appeal procedure applies only when a student initiates a grade appeal and not when the instructor decides to change a grade on his or her own initiative.

This procedure does not cover instances where students have been assigned grades based on academic dishonesty or academic misconduct.

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

1. Discuss the appeal with the lead instructor/supervising clinician within one week of the grade being

issued.

2. If after this discussion the student believes the grade assigned has been done so in an arbitrary and capricious manner, then the following steps must be completed no later than two weeks following the assignment of the grade. In the event the grade was issued less than a week prior to the start of a trimester break, the time count begins upon return from break and is the same as above.

3. The written appeal shall go to the faculty member's department chair or the Dean of Chiropractic Education and shall include the following:

a. A copy of the course syllabus with the grading criteria.

b. A basis for the appeal, which must include evidence that the grade was not fairly assigned or not consistent with the established grading criteria, and/or was assigned in an arbitrary or capricious manner.

4. The supervisor will have one week to investigate the manner by reading the material and talking with the instructor and student. 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, the student 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. 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.

TESTING POLICIES

The eMedley system is an assessment and remote proctoring system that will be used for in-class and online examinations. Instructions are provided by faculty to ensure student identification and promote integrity with examinations.

Students are responsible for self-testing the functionality of their system well in advance of all assessments in the eMedley system.

ONLINE TESTING ENVIRONMENT REQUIREMENTS

The online testing environment should mimic the "in-class" testing environment, and must conform to the following:

Testing Area:

Students should sit at a clean desk or clean table (not on a bed or couch). Lighting in the room must be bright enough to be considered "daylight" quality. Overhead lighting is preferred; however, if overhead lighting is not possible, then the source of light should not be behind the student causing shadows or glares in the webcam, if used.

The desk or table must be cleared of all other materials. This means the removal of all books, papers, notebooks, calculators, etc. Only the student's electronic devices, ID, and appropriate items are to be at the workspace, unless specifically permitted in posted guidelines for that examination.

All other programs and/or windows on the testing computer are to be closed prior to logging into the eMedley assessment and proctored test environment, unless specifically permitted in posted guidelines for that examination.

The testing environment should be a private area in which the student is alone in a room; no additional individuals besides the student testing shall be permitted in the testing area.

Behavior:

- Dress as if in a public setting.
- Students must not leave the room during the testing period at any time, unless specifically permitted in the posted guidelines for that examination. Students must not take the computer into another room to finish testing (the exam must be completed in the same room as the "Exam Environment View" is completed).
- No cell phone is used for any reason. The only exception is to contact support or instructor support in the event of technical issues, or in the event of a medical emergency.

Cheating – Consequences

If a student is flagged for cheating, then the student will be contacted directly by Campbellsville University faculty and subject to penalties as articulated in the School of Chiropractic Cheating Policy, located on the Chiropractic Student Resources Hub in SharePoint. Repeat offenses will be subject to review and may result in a failing grade or removal from the program.

IDENTIFICATION OF ACADEMICALLY AT-RISK STUDENTS

Faculty mentors along with individual course faculty members will monitor the progress of students through each class using formative and summative assessments to identify learning issues. When students are unsuccessful in their performance on any of the assessments, faculty members will connect with the student to discuss and determine the factors that may impact their level of achievement. The faculty member will help the students identify potential barriers to learning and provide advice accordingly. The course faculty member or faculty mentor may suggest counseling services that can assist the student in identifying any potential issues or help finding balance between school, work, and said issues. As deemed appropriate by the faculty members and student, a referral to Student Affairs and/or Counseling Services may be suggested, and these departments may be contacted on behalf of the student.

WITHDRAWAL FROM THE DOCTOR OF CHIROPRACTIC PROGRAM

Students in the Doctor of Chiropractic Program may have to withdraw from the program for personal reasons, academic reasons, health issues, and/or other factors.

The student is encouraged to discuss possible alternatives to withdrawal with their faculty mentor. When no other alternative seems viable to the student, the School of Chiropractic follows the same policy outlined in the Campbellsville University Student Handbook under the "Refund and Withdrawal Policy." The student is advised that if they choose to leave unofficially – that is, without approval of the Dean of Chiropractic Education and without the completion of the appropriate forms, they forfeit all rights to any reduction in their account and will receive an "F" in all applicable course. To alleviate this situation, the student must follow the guidelines stated in the Campbellsville University Student Handbook. Students who have financial aid should check the Federal Student Financial Aid Handbook to identify policy guidelines regarding this aid. Students in the Doctor of Chiropractic Program choosing to withdraw from a course with plans to apply for readmission will need to email the Office of the Dean of Chiropractic Education. Students may reenter the program after discussing with the Dean.

Abandoning coursework without prior approval as noted above could subject the student to a reduction in GPA that might prove insurmountable or dismissible from the program. Students may be dismissed from the program when they have failed to achieve academic standards that are established for each class. The syllabus for each class and clerkship states the objectives for that class or clerkship and the specific criteria that must be met to remain in good academic standing. As mentioned, students will meet with their faculty mentor about their individual progress throughout the trimester and advised accordingly. When all efforts to fulfill the requirements of the program have failed and the student is in jeopardy of failure, the student may be advised to withdraw to avoid receiving a failing grade that will

further endanger their overall grade point average.

Withdrawal and Refund Policy

The completion of registration contractually obligates the students and their benefactor(s) to pay all their tuition and fees for the entire semester. However, the University has established an Institutional Refund Policy.

Tuition and room/board refunds are calculated based on the student's official withdrawal date. The official withdrawal date is the last day of class attendance. Fees are not refundable. Room and board are refunded 100% for the first week only. Thereafter, refunds are prorated based on the number of days/weeks the dorm is occupied by the student through week five. Once the withdrawal period is over, any student who withdraws from the University will be held responsible for tuition, fees, and room/board charges in full. Students should investigate the financial effects of withdrawal before a decision is made.

Tuition Charges are Refundable According to the Following Schedule:

For more information, please contact the Office of Financial Aid.

Percentage of Tuition Refund	
1st Week	100%
2nd Week	80%
3rd Week	60%
4th Week	40%
5th Week	20%
Thereafter	0%

NEW STUDENT ORIENTATION

ON-CAMPUS NEW STUDENT ORIENTATION

At the beginning of each trimester, new Doctor of Chiropractic students participate in a one day on-campus new student orientation.

Through participation in the orientation program, students:

1. Learn about the mission, vision, and value of the University and the mission and values of the Chiropractic Program.

2. Review the curriculum to better appreciate and understand the academic program's expectations and methods.

3. Become acquainted with the Chiropractic Building and the technologies used in the program to assist learning.

4. Interact with new classmates.

5. Connect to and learn about the IT systems and technology needed to complete their academic program.

6. Interact and connect with professors and faculty mentors.

Student Identification Cards

All students, faculty, and staff are issued identification cards. Identification cards must always be carried when on campus.

All faculty, staff, and students may be required to produce proper Campbellsville ID upon request from security. Any student wishing to utilize on-campus facilities and resources (online or on-campus) must

first obtain their student ID card.

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

1. Digital passport-style photo taken in full-face viewing, directly facing the camera, with a sample White Coat.

2. Students will have their government issued ID scanned when checking in to orientation.

OFFICE OF THE REGISTRAR

The Registrar is the custodian of student records. This means that the Registrar team is responsible for documenting grades and creating official transcripts; they also confirm registration of classes and supply important dates to the financial offices for tuition billing and refund processing. The registrar also assists in the preparation of catalogs, class schedules, and enrollment statistics. The Registrar, in consultation with the Provost/VPAA, manages policies related to student records.

CREDIT HOUR POLICY

Academic credit is a measure of engaged learning time expected for a typical student enrolled not only in traditional classroom settings, but also laboratories, studies, clerkships, and other experiential learning, and distance and correspondence education. Campbellsville University defines one academic credit hour using the "Federal Definition of the Credit Hour: A credit hour is an amount of work represented in intended learning outcomes and verified by evidence of student achievement that is institutionally established equivalency that reasonably approximates:

1. Not less than one hour of classroom or direct faculty instruction and a minimum of two hours out of class student work each week for approximately fifteen weeks for one semester hour credit, or the equivalent amount of work over a different amount of time. Normally, one credit hour associated with a class meeting for 50 minutes per week for the entire semester (or equivalent 750 semester-minutes, excluding final exams), or

2. At least an equivalent amount of work as required outlined in item 1 above for other academic activities as established by the institution including laboratory work, clerkships, practical, studio work, and other academic work leading to the award of credit hours (that each in-class hour of college work should require two hours of preparation or other outside work)." Or

3. Hybrid Classes and Distance Education Classes: Academic technology may be used to replace face-to-face class meetings in full or in part (Hybrid). Hybrid courses are those courses offered replacing a portion (less than half) of the traditional face-to-face class instruction with technology as the instructional modality. The remaining communication is face-to-face, similar to traditional classes. An online class is a course offering in which much of the instruction occurs when the student and instructor are not in the same place, but it may require synchronous or asynchronous meetings within a given academic term.

A Distance Education Class is a course offering in which communication between faculty and student occurs primarily via academic technology, but it may also include off-site meetings through ITV (interactive televised modality). Credit hours for hybrid and distance education courses are offered face-to-face. The mode of instruction is normally shown in the university course schedule.

ACADEMIC CALENDAR

The Registrar maintains the Campbellsville University Academic Calendar for the University. The official calendar is posted in January of the year prior. The School of Chiropractic program calendar is released in November for the following year. The institution posts a yearly tentative academic calendar to assist students, faculty, and staff with 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 student success.

Questions regarding the program calendar should be directed first to the Office of the Dean of Chiropractic Education.

ENROLLMENT STATUS

DOCTOR OF CHIROPRACTIC PROGRAM

- Part-Time Load = 3 credit hours
- Full-Time Load = 6 or more credit hours

Note – The typical credit load is between 20-30 credit hours per trimester except for the last year of the program. For specific details regarding credit load per trimester, students are asked to reference the Academic Degree Plan within this document.

COURSE REGISTRATION

NEW STUDENTS

Students are automatically registered for their first trimester using the Academic Degree Plan discussed during the admissions process and outlined in this handbook.

Split schedules are granted to students who have been approved to do so by the Dean of Chiropractic Education. Students are asked to reference the Academic Degree Plan section within this handbook and note the time allowable to complete the program upon matriculation.

CONTINUING STUDENTS

Doctor of Chiropractic continuing students in good academic standing are automatically registered into their next trimester of courses.

Financial Aid – Students receiving financial aid are expected to complete all necessary documentation in a timely manner to ensure funds are available to cover educational and living expenses.

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 formative and 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

Final exam grades will be posted within one week of the exam date. Unofficial course grades may be viewed in Moodle or eMedley as soon as they are posted by the faculty member.

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.

INFORMATION TECHNOLOGY

Required Technology for Admission into the Doctor of Chiropractic Program

Technology plays an important role in the Campbellsville University School of Chiropractic. Classrooms are equipped with modern audio-visual equipment, and the buildings are blanketed in high-density Wi-Fi. Students are required to enter the program with a **Surface Pro 7** or newer. Along with general productivity and note-taking, students will use their computers to take their tests through the **eMedley** system and interact with lectures and labs through the institution's Learning Management System (LMS), **Moodle**.

On-Campus, Online, and Hybrid Courses

The School of Chiropractic's on-campus online and hybrid courses use Moodle to deliver course content, facilitate communication and conduct classroom activities. While students can access Moodle on a mobile app, students should note that not all content or functionality is supported through the app. Students will need access to the full Moodle course through a web browser on a Windows/Mac supported operating system. The program utilizes eMedley for assessments which require either Windows or Mac that meets the minimum requirements seen below.

Moodle and eMedley require supported hardware, a supported operating system, and a supported (and up to date) web browser. Chrome is the preferred browser for Moodle and eMedley. Internet Explorer is not recommended for use with Moodle.

Operating Systems

- Windows 10 or newer (Windows 11 preferred)
- Mac OS 13 Ventura minimum, but Mac OS 14 Sonoma is preferred (Mac OS 15 compatibility coming soon)

Recommended Computer Specifications

- Processor – Intel core i5, Ryzen 3, or Mac M1 minimum
    - Dual core at 2GHz minimum
        - Be sure to read the speeds of the processor, some laptops prior to 2021 have under the minimum needed speed
- Ram – 8GB of RAM minimum
- Storage – 125GB or higher
- Cabel/DSL broadband connection or better
    - Built in Wi-Fi (802.1 b/g/n) or better
- Speakers or headset with microphone
- Web camera
- USB port(s)

Internet Speed

A high-speed wired or wireless connection is recommended for students accessing course materials when off campus.

*Students in online courses must have the availability to download and run third party programs/software on their system.

*Students should always check each course syllabus for course-specific technology requirements.

INFORMATION TECHNOLOGY SUPPORT SERVICES

The campus Wi-Fi access and computing/printing resources in the Chiropractic building are supported through the Helpdesk, which can be contacted in serval ways.

HELPDESK

The IT Helpdesk is available by phone or by e-mail and is staffed from 7 a.m. to 5 p.m. Monday through Friday.

Phone: (859) 606-1389 x9024

Email: cuithelpdesk@campbellsville.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 Campbellsville

provides.

CAMPBELLSVILLE UNIVERSITY EMAIL

All students are provided with a Campbellsville University email account through Microsoft 635. 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 Campbellsville University email regularly since office institutional communication from faculty, Student Affairs, Financial Aid, the Registrar's Office, and other departments is conducted through email accounts.

For ease of access, students should set up their e-mail on mobile devices. Directions to set up your device types can be found under the information technology page on the campus website.

MICROSOFT 365 BENEFITS

In addition to its email and calendar service, the Microsoft 365 environment provides additional student benefits such as licensing Microsoft Office and access to OneDrive (a large online storage area). All University students are eligible for free licenses from Microsoft Office as long as they continue to be active students.

COMPUTERS

The School of Chiropractic maintains computers in each of the lecture and laboratory rooms. These computers are not designated for student use. While there is a computer requirement for each student, there are various available computers for student study to use throughout the building. Wi-Fi access to the internet, LMS/Moodle, and more is provided. Access to specialized academic hardware and soft applications, educational materials, library resources, and general productivity software is accessible through the student portal.

PRINTERS

Multi-function print/copy/scan devices are available in the common spaces throughout the Chiropractic Building. Students can print using a thumb drive or wirelessly from mobile devices and laptops when connected to the University's wireless network.

WIRELESS ACCESS

Campbellsville 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 building.

WORKDAY PORTAL

Campbellsville University's self-service portal Workday is the online gateway to academic administrative services and information. By logging in to Workday, students can access their academic records, including unofficial transcripts, current and past final grades, schedules, billing, contact information, attendance, and more.

LEARNING MANAGEMENT SYSTEM (MOODLE)

Moodle is Campbellsville University's Learning Management System. It is used to deliver course materials and services for online classes. All Moodle courses are password protected, limiting access to the instructor and registered students. Moodle 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, Campbellsville offers extended support for Moodle through phone and chat services that are accessible 24/7. For access to support, click on the help icon in Moodle.

eMEDLEY

Campbellsville University School of Chiropractic uses the eMedley system as a secure digital testing environment to administer exams and quizzes for students in the Doctor of Chiropractic Program. Students must have a Microsoft Surface Pro 7 or better, with the eMedley app installed to access the testing environment and to download and submit completed tests. Students in the Doctor of Chiropractic Program receive assistance installing and configuring eMedley during orientation.

HANDBOOK RESPONSIBILITIES AND DISCLAIMER

STUDENT RESPONSIBILITY HANDBOOK INFORMATION

This handbook is effective beginning August 24, 2026, for the 2026-2027 academic year. Each student is responsible for compliance with the information appearing in the handbook. Failure to read regulations and policies will not be considered an excuse for noncompliance.

ADDITIONS, DELETIONS, AND CHANGES

This Program Handbook is the responsibility of the Office of the Dean of Chiropractic in collaboration with the Provost/VPAA. The handbook will be updated each year and posted online. Exceptions may include, but are not limited to, accreditation, and federal, state, or local compliance. The online document is considered the most current version of the handbook.

HANDBOOK DISCLAIMER

This Handbook represents information and requirements that may be altered from time to time by Campbellsville University at its sole discretion. The provisions of the handbook do not constitute a contract. The University reserves the right to change a provision or requirement at any time.

Students must follow the graduation and admission requirements governed by the handbook from the year in which they matriculated* unless they voluntarily or involuntarily withdraw from the University or change programs. At the point of withdrawal, students understand that they must follow the most current graduation/admissions requirements of the handbook in effect during their re-entry to Campbellsville or start date of their newly established program.

All other policies and procedures outlined in this handbook apply to all students, regardless of matriculation date, unless otherwise stated in the policy.

*Unless a change is required for compliance with an accredited body or by state or federal law and must be applied to all students to remain in compliance.

This Handbook is a compilation of best practices across several universities combined and edited to meet the needs of Campbellsville University School of Chiropractic.