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What an exciting time to enter the field of natural healthcare! New York Chiropractic College delivers high-level instruction that will help pave your way to success in a very rewarding professional career.

In 1919 the NYCC launched its flagship doctor of chiropractic program and thereafter expanded its natural healthcare offerings. The faculty – second to none – delivers a diverse selection of academic programs including: the Doctor of Chiropractic, Master of Science programs in Acupuncture (and Acupuncture and Oriental Medicine), Diagnostic Imaging, Clinical Anatomy, and online Master's programs in Applied Clinical Nutrition and in Human Anatomy and Physiology Instruction. NYCC also offers a Bachelor of Professional Studies degree with a major in life sciences.

Our students engage in advanced research, and undertake incomparable clinical opportunities at renowned healthcare facilities and academic institutions – emerging as graduates who enjoy rewarding careers in traditional solo practice, integrative healthcare systems, and in healthcare education and administration.

The first recipient to earn American Chiropractic Association’s Chiropractic College of the Year Award, we succeed on many fronts: the first instructional chiropractic program at a VA facility, recognition as a "Military Friendly School" by the publisher of GI Jobs and the Guide to Military Friendly Schools, multiple-year listing on The Chronicle of Higher Education's "Great Colleges to Work For" and prestigious Honor Roll.

Situated on 286 lush acres in New York’s tranquil Finger Lakes region, the campus offers an optimal environment for scholarly endeavors, an easy commute to major cities and an abundance of recreational activities.

Again, welcome! I trust you will find your stay with us most rewarding!

Yours in Good Health,

Frank J. Nicchi, DC, MS
President
Preface

This Catalog and Student Guide provides a description of the programs, policies, faculty and staff of New York Chiropractic College. While information is current at the time of publication, it is subject to change without prior notice. This dated edition replaces and supersedes all prior editions. Please visit our websites at www.nycc.edu and aom.nycc.edu.

New York Chiropractic College offers equal educational opportunity to all persons without regard to age, race, color, gender, handicap or disability, Disabled Veteran or Vietnam Veteran status, national origin, religion, sexual orientation, or marital status. This policy applies to all matters, including admission and education of students, availability of student loans, grants, scholarships, employment and promotion of teaching and nonteaching personnel, and activities conducted on premises owned or occupied by the College. Married-student housing accommodations are provided in accordance with New York State’s statutory recognition of marriage relationships.

Behavior exhibited by faculty, staff and students must reflect respect for each individual’s rights and dignity as a human being. Harassment is contrary to the College’s philosophy and is prohibited by federal and state laws. The College neither condones nor permits any type of harassment that is severe, pervasive, and/or creates a hostile environment that interferes with an employee’s work or a student’s opportunity to learn.

Actions of harassment include, but are not limited to, vulgar or derogatory language or other conduct creating a hostile environment, and threatening language or actions directed against a person because of non-job-related issues such as physical characteristics or sexual orientation. Other types of illegal, discriminatory actions that cause harm to a person – especially with respect to matters such as employment, financial aid, academic or professional performance and/or advancement – will not be tolerated.

All instances of harassment must be reported to the appropriate supervisory person or the office of Human Resources. Such complaints will be fully investigated by officers of the College, or their designees, to achieve an equitable and satisfactory resolution.

The College’s Equal Opportunity Officer coordinates all of the College’s compliance efforts under Title IX of the Education Amendments of 1972 (regarding sex discrimination), Section 504 of the Rehabilitation Act of 1973 (regarding disability discrimination), the Age Discrimination Act of 1975 (regarding age discrimination), and other applicable federal and state nondiscrimination legislation. The Equal Opportunity Officer’s office is in Room 205 of the Administration Building. The telephone number is 315-568-3105.

It is the student’s responsibility to become familiar with and follow all regulations of the College. This Catalog and Student Guide as well as posted notices are used to inform people of campus governance.
History of New York Chiropractic College

New York Chiropractic College (NYCC) was founded in 1919 as the Columbia Institute of Chiropractic by Dr. Frank Dean, who served as the institution’s first president for nearly 40 years. Located in New York City, the College grew through mergers with Columbia College of Chiropractic and Atlantic States Chiropractic Institute during the 1950s.

In 1959 Dr. Ernest Napolitano was named President. Under his leadership and through his skills as an author, educator, and lecturer, NYCC achieved national prominence. In 1979 the College was granted an Absolute Charter by the New York State Board of Regents and received professional accreditation of its Doctor of Chiropractic (DC) degree program from the Council on Chiropractic Education.

In 1985 NYCC was awarded regional accreditation by the Middle States Association of Colleges and Schools. In addition, during the early 1980s the College moved from New York City to Long Island, opening a 50-acre campus in Old Brookville, and clinics in Greenvale and Levittown.

Upon his death in 1985, Dr. Napolitano was succeeded by Dr. Neil Stern, who was Acting President from 1985 to 1987, and then by Dr. Keith Asplin, who served as President from 1987 through 1989. Constrained in its efforts to expand the College on Long Island, the Board of Trustees approved the acquisition of the former Eisenhower College campus in Seneca Falls, New York, in early 1989. This was followed by the Board’s appointment of Dr. Kenneth Padgett as President later that year. Dr. Padgett’s motto, “Tradition in Transition,” led to NYCC’s greatest period of facility and technological upgrades during the 1990s.

In 1991, the College opened the Seneca Falls campus, 300 miles from its former location. The new campus, in the Finger Lakes region of central New York State, was a 286-acre site on which were existing academic, administrative, library, athletic center, and residence hall facilities. The hiring of many new faculty and renovations to the facility transformed a former liberal arts college into one of the profession’s leading chiropractic educational institutions, in terms of program quality and the physical resources to support that quality. The year 1991 also saw the opening of a new chiropractic health center in Syracuse, New York, and the closing of the Greenvale Clinic.

Expansion of NYCC’s educational facilities has been ongoing since the relocation of the College to Seneca Falls. The Ernest G. Napolitano Postgraduate Center opened in 1992. This 5,000 square-foot annex adjoins the Levittown Chiropractic Health Center, and provides a home for the College’s active postgraduate and continuing education programs. In 1994, NYCC’s third chiropractic health center was opened in western New York, near Buffalo, and a new 9,300 square-foot academic building was constructed on the Seneca Falls campus to provide additional classroom and laboratory space. Today, this building serves as a research and classroom space.

A new 38,000 square-foot academic building was completed on the Seneca Falls campus in 1998. This facility contains lecture halls equipped with advanced instructional technology, as well as faculty offices, and faculty and student lounges. In 1999, the College dedicated its new 17,200 square-foot Depew Chiropractic Health Center in the Buffalo area.

In 2000, Dr. Frank Nicchi, a 1978 alumnus and longtime faculty member, was appointed President of the College, succeeding Dr. Padgett.

In 2003, the Seneca Falls Health Center, a 19,400 square-foot multidisciplinary, integrated healthcare facility, was opened to the public. At the same time, the former health center on the Seneca Falls campus was designated as the Campus Health Center to serve as an internship site where student interns meet the healthcare needs of the campus community of students, staff, and faculty, and low-income community members. The Syracuse Chiropractic Health Center was closed in 2003. The Absolute Charter from the Board of Regents, which had been amended in 1989 to permit NYCC’s move from Long Island to Seneca Falls, was amended again in 2002 to allow the College to offer new degrees in addition to the DC degree. The following NYCC programs are registered by the New York State Education Department (NYSED), and appear on The Inventory of Registered Programs:
Bachelor of Professional Studies (BPS), 2003  
Master of Science in Acupuncture (MSA), 2003  
Master of Science in Acupuncture and Oriental Medicine (MSAOM), 2003  
Master of Science in Diagnostic Imaging (MSDI), 2004  
Master of Science in Applied Clinical Nutrition (MSACN), 2006  
Master of Science in Clinical Anatomy (MSCA), 2007  
Advanced Certificate in Whole Food Nutrition (Adv Crt WFN), 2009  
Master of Science in Human Anatomy and Physiology Instruction (MSHAPI), 2010  
Advanced Certificate in Custom Stabilizing Orthotics (Adv Crt CSO), 2013

NYCC opened a health center in Henrietta, New York, in September 2010.

NYCC transitioned to online education, enrolling its first cohort to the Applied Clinical Nutrition program in the fall of 2010 and Human Anatomy and Physiology Instruction program in winter 2011.

NYCC students currently benefit from state-of-the-art technology and equipment with respect to classroom environments; basic-science, diagnosis, and technique laboratories; and X-ray, clinical, and research facilities at the Seneca Falls campus. Moreover, the College’s modern health centers in Depew, Long Island, Henrietta and Seneca Falls – along with several Veterans Hospitals in central New York and along the Eastern seaboard; satellite chiropractic clinical operations at the Walter Reed Naval Medical Center in Bethesda, Md.; Monroe Community Hospital in Rochester, N.Y.; multiple medical centers at State University of New York schools; and several other sites – provide student interns with experiences at the finest clinical facilities available in chiropractic and acupuncture education.
MISSION STATEMENT

New York Chiropractic College is committed to academic excellence, quality patient care, and professional leadership.

VALUES

We value…

- The core principles of all our natural healthcare programs.
- Our heritage as a chiropractic educational institution.
- The provision of the finest natural healthcare education, clinical experience, and support systems to facilitate alumni success in diverse careers.
- Innovative teaching and learning methods that complement and enhance our existing programs.
- The development and utilization of best practices in lifelong learning, integrative healthcare, scholarship, and the exploration of new knowledge.
- Excellence, honesty, accountability, and fiscal responsibility in all endeavors.
- Diversity, inclusiveness, and tolerance in all interactions.
- An environment that balances knowledge, authority, and responsibility.
- The cultivation of nurturing relationships with all our stakeholders.
- Our role as an authority in integrative natural healthcare education and the leadership role(s) our faculty, staff, and alumni have within the communities they serve.

VISION

NYCC will be recognized as a leading institution for the education and training of integrative natural healthcare professionals and academicians.
New York Chiropractic College offers the following degree programs. Enrollment in other than registered or otherwise approved programs may jeopardize a student’s eligibility for certain student aid awards.

<table>
<thead>
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<th>Degree Programs</th>
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<td>DC Doctor of Chiropractic</td>
<td>1221</td>
</tr>
<tr>
<td>MSA Master of Science in Acupuncture</td>
<td>1229</td>
</tr>
<tr>
<td>MSAOM Master of Science in Acupuncture and Oriental Medicine</td>
<td>1229</td>
</tr>
<tr>
<td>MSACN Master of Science in Applied Clinical Nutrition</td>
<td>1229</td>
</tr>
<tr>
<td>MSHAPI Master of Science in Human Anatomy and Physiology Instruction</td>
<td>0805</td>
</tr>
<tr>
<td>BPS Bachelor of Professional Studies with a major in Life Science (Note: this program is only available to NYCC students enrolled in the DC, MSA, or MSAOM programs)</td>
<td>1201</td>
</tr>
<tr>
<td>MSDI Master of Science in Diagnostic Imaging</td>
<td>1225</td>
</tr>
<tr>
<td>MSCA Master of Science in Clinical Anatomy</td>
<td>1229</td>
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<tr>
<td>WFN Whole Food Nutrition</td>
<td>1299</td>
</tr>
<tr>
<td>SSHP Sports Science and Human Performance</td>
<td>1221</td>
</tr>
<tr>
<td>CSO Custom Stabilizing Orthotics</td>
<td>1221</td>
</tr>
</tbody>
</table>

Information pertaining to all NYCC degree programs is presented in the first sections of this document, while the information that is specific for each program is presented in the individual program sections.

**ACADEMIC PROGRAM PURPOSE STATEMENTS**

**Doctor of Chiropractic Program (DC)**

The Doctor of Chiropractic degree program advances the Mission, Vision, and Values of New York Chiropractic College through its preparation of doctors of chiropractic who provide primary and collaborative care, and who place special emphasis on neuromusculoskeletal conditions and overall patient wellness.

**Master of Science Program in Acupuncture and Oriental Medicine (MSAOM)**

The Acupuncture and Oriental Medicine Master of Science degree program provides a comprehensive professional education in acupuncture and aspects of Oriental medicine that prepares graduates to practice as independent healthcare providers capable of practicing in multidisciplinary healthcare settings.

**Master of Science Program in Acupuncture (MSA)**

The Acupuncture Master of Science degree program provides a comprehensive professional education in
Master of Science in Applied Clinical Nutrition Program (MSACN)

The Master of Science in Applied Clinical Nutrition degree program advances the Mission, Vision and Values of New York Chiropractic College through its preparation of clinical nutrition professionals. The program places emphasis on the principles of quality patient-centered care through the analysis of evidence and the utilization of the highest standards in nutritional assessment, intervention, promotion of health, and case management focusing on the use of whole foods and therapeutic plants in an integrative approach to optimal wellness.

Master of Science in Human Anatomy and Physiology Instruction Program (MSHAPI)

The Master of Science in Human Anatomy and Physiology Instruction degree program builds on the prior graduate or professional school education in anatomy and physiology of terminal healthcare and graduate academic degree holders, thoroughly preparing them as undergraduate educators. This is accomplished through training in the theory and best practices of undergraduate education and specific orientation of the candidate’s established and newly acquired skills to the student demographic he or she will encounter teaching anatomy and physiology to undergraduate students.

Master of Science in Diagnostic Imaging Program (MSDI)

The Master of Science in Diagnostic Imaging residency is a full-time graduate degree program dedicated to the creation of chiropractic radiologists through a comprehensive academic, clinical, and research curriculum.

Master of Science in Clinical Anatomy Program (MSCA)

The Master of Science in Clinical Anatomy graduate degree program provides a comprehensive professional education that focuses on developing professional teachers of human applied clinical anatomy. Through New York Chiropractic College and cooperating institutions, students are trained in pedagogical technique and practical teaching experience to students of chiropractic, medicine, nursing, and other healthcare professions.

Bachelor of Professional Studies Program (BPS)

The Bachelor of Professional Studies degree program provides a life-science degree for New York Chiropractic College students who need/or desire to complete their undergraduate studies.

Whole Food Nutrition Advanced Certificate (WFN)

The Whole Food Nutrition Certificate supports the College’s mission of academic excellence by providing diversity to the nutrition curriculum and embracing the concept of whole food nutrition. Given the increased interest in whole food nutrition among both students and practitioners, NYCC has developed an advanced certificate to offer students who have a desire to use nutrition in their practice with a whole food foundation which provides an approach to patient care that is distinct from the core curriculum. The Certificate incorporates four core curriculum courses from the Doctor of Chiropractic program plus an elective course, The Basics of Whole Food Nutrition.

Advanced Certificate in Sports Science and Human Performance (SSHP)

The Advanced Certificate in Sports Science and Human Performance is a concentration designed to support our students with an interest in management and treatment of the athlete. The series of courses and clinical opportunities will advance the students’ knowledge, skills and abilities in the care of the athletic population.

The SSHP Advanced Certificate is designed to foster student growth and development, focusing on treatment and management of the athletic population.

- The student will demonstrate knowledge of the concepts of the Athletic Triage Model and the role chiropractic can play as part of an integrated healthcare team.
- The student will study the role chiropractic plays in restoration and regeneration as it pertains to athletic performance.
- The student will identify the necessity of appropriate diagnosis and management to support quality patient care.
**Custom Stabilizing Orthotics (CSO)**

The core courses selected provide a strong foundation of understanding of the anatomy and function of the lower extremity. The elective provides specific training and opportunity to analyze gait and posture in a number of normal and pathologic conditions. Students will also have the opportunity to scan images, order and fit individuals for Custom Made Stabilizing Orthotics.

**COMMENCEMENT EXERCISES**

Commencement exercises for the Doctor of Chiropractic program are held each trimester. Commencement exercises for all other programs are held annually. In addition to conferring degrees, awards for academic excellence and achievement are also presented.

**ACCREDITATION, REGISTRATION, AND CERTIFICATION**

**Accreditation and Registration**

New York Chiropractic College holds an Absolute Charter from the New York State Board of Regents.

New York Chiropractic College is regionally accredited by the Commission on Higher Education, Middle States Association of Colleges and Schools.

New York Chiropractic College’s programs are registered by the New York State Education Department.

The Doctor of Chiropractic degree program at New York Chiropractic College is awarded programmatic accreditation by The Council on Chiropractic Education, 8049 North 85th Way, Scottsdale, AZ 85258-4321, Phone: (480) 443-8877, Website: www.cce-usa.org.

The FLSAOM Master of Science in Acupuncture and Master of Science in Acupuncture and Oriental Medicine programs are accredited by the Accreditation Commission for Acupuncture and Oriental Medicine. ACAOM is located at 8941 Aztec Drive, Eden Prairie, MN 55347, Phone: (952) 212-2434, Website: www.acaom.org.

Documentation of all College accreditations is kept on file in the Office of Accreditation.

Concerns regarding the College’s compliance with the standards or its accreditors should be directed to the appropriate agency at their address listed above.

**Online Programs (Master of Science in Applied Clinical Nutrition; Master of Science in Human Anatomy and Physiology Instruction)**

New York Chiropractic College makes every effort to assure that we have obtained the necessary approvals and/or waivers from all United States jurisdictions. However, regulations change frequently and requirements sometimes change without notice. Students who have concerns with the College’s compliance with applicable standards and/or authorization to offer programs in any state or territory should contact that jurisdiction directly. Contact information and information on how to register a complaint may be found on the NYCC website under the accreditation section and on the Student Portal under Consumer Information.

**Arkansas**

New York Chiropractic is currently not accepting applications from residents of Arkansas into the Master of Science in Applied Clinical Nutrition and Master of Science in Human Anatomy and Physiology Instruction online degree programs.

**Maryland**

New York Chiropractic College is registered with the Maryland Higher Education Commission.

**Minnesota**

"New York Chiropractic College is registered as a Private Institution with the Minnesota Office of Higher Education pursuant to sections 136A.61 to 136A.71. Registration is not an endorsement of the institution. Credits earned at the institution may not transfer to all other institutions."
Certifications

The College is certified by the United States Department of Education to offer the following programs:

- Federal Pell Grants
- Federal College Work Study Program
- Federal Perkins Loans
- Direct Federal Loans
- Federal Family Education Loan Program (FFELP)
- Federal Stafford Loans (formerly GSL)
- Veterans Educational Benefits
- Vocational Rehabilitation Benefits
The Campus

Academic Facilities

Three academic buildings at the Seneca Falls campus serve as major centers for NYCC’s instructional, research and student-life programs. These contain four amphitheater-style lecture halls and conventional classrooms equipped with multimedia instructional technology, plus laboratories for basic sciences, X-ray positioning and reading, diagnostics, technique and skill classes, and research programs and activities. Also included in the academic building complex are the Campus Health Center, computer laboratories, the Center for Career Development and Professional Success, and the offices of student activities and housing. In addition, these buildings contain faculty offices and the offices of the Dean of Chiropractic Education, the Dean of the Finger Lakes School of Acupuncture and Oriental Medicine, Director of the School of Applied Clinical Nutrition, and the Academic Directors.

New York Chiropractic College Health Centers

Each of the health centers of New York Chiropractic College is well-equipped with multiple examination and treatment rooms, rehabilitation equipment, an intern lounge with networked computers, a library, and classrooms. These facilities provide the clinical and educational environments in which student interns receive guided experiences to develop the skills, knowledge and attitudes necessary to become competent and confident practitioners.

Campus Health Center, Seneca Falls Campus

The Campus Health Center is located in the main Academic Building. This health center has both chiropractic and acupuncture services available. In this health center, students learn to provide care and perform treatment in a practice setting by serving the healthcare needs of the entire campus community as well as immediate family members of students, faculty, and staff free of charge. In addition, Medicaid patients are seen from the community free of charge as a community service. All chiropractic students in their seventh trimester apply classroom and textbook knowledge in the Campus Health Center as their first internship experience. All acupuncture and Oriental medicine students perform treatments in the Campus Health Center at some time during their internship portion of the program as one of their clinical rotation sites.

Seneca Falls Health Center, Seneca Falls, New York

The Seneca Falls Health Center is located on the main campus, across from the Standard Process Health & Fitness Education Center. It is an integrated multidisciplinary health center that offers a variety of services – including chiropractic, podiatry, acupuncture and Oriental medicine, nutritional counseling and massage therapy. This is a full fee facility that serves the surrounding community. Chiropractic students in ninth and tenth trimesters assigned to Seneca Falls are based out of the Seneca Falls Health Center. All acupuncture and Oriental medicine students participate in care at this health center. This site is also home to the Herbal Dispensary.

Rochester Outpatient Health Center, Henrietta, New York

The Health Center at Henrietta is located within a suburb of Rochester, N.Y., surrounded by residential developments and thriving businesses. The health center has convenient access to the city of Rochester, surrounding suburbs, Lake Ontario and the Finger Lakes region. This center provides chiropractic, acupuncture, and nutritional counseling. Chiropractic students may spend trimesters eight through ten at this hub and its associated spokes to gain diverse, real-world practice experiences. Acupuncture students may also rotate through this site as part of the clinical experience.

Depew Health Center, Depew, New York (Western NY)

The Depew Health Center is situated on a busy county road in a suburb of Buffalo. It is a residential and business locale with convenient access from most areas of the Erie County region, including downtown Buffalo, its adjacent towns and Niagara Falls. This center offers acupuncture, chiropractic, and massage therapy. Chiropractic students assigned to Depew for trimesters eight through ten spend their time both here and at its spoke sites. Acupuncture students may also rotate through this site as part of the clinical experience.
Levittown Health Center, Levittown, New York (Long Island)

The Levittown Health Center is situated in a suburban residential and business locale with convenient access from the New York City region and eastern Long Island. Chiropractic, acupuncture, nutritional counseling, and diagnostic imaging services are provided here. Eighth-through tenth-trimester chiropractic students assigned to Levittown spend time here and at its associated spokes.

Research Center

Laboratories in the Research Center are equipped with state-of-the-art instrumentation to extend our knowledge in such areas as the physiology of spinal manipulation, etiology and pathogenesis of musculoskeletal pain disorders, and the effects of natural healthcare therapies on gait, posture, and human performance. State-of-the-art measurement information systems are available through the Research Center to conduct patient-reported outcomes research in collaboration with our health centers. These resources offer a unique opportunity for students to integrate cutting-edge research into their clinical education.

Library

The NYCC Library is a significant part of the academic community, offering a dynamic environment for learning with group study rooms, quiet study areas, and the Library Commons, a student-centric area with comfortable seating and flexible workspace groupings promoting interaction and collaboration.

The extensive collections of print and electronic books, journals, and media have been developed to enhance all programs. Access to online databases, eJournals and eBooks is available through networked desktop computers or wireless access for ease of student and faculty research.

The library houses radiographic films, models, and demonstration videos of lectures in chiropractic, acupuncture, nutrition, and human anatomy and physiology. Of special interest is the collection of Materia Medica for use by the students in the Oriental medicine program. Plus, rare and out-of-print materials on chiropractic, nutrition, acupuncture and Oriental medicine are available for research and study.

The library staff provides in-person, online and telephone services that include reference, circulation, interlibrary loan, and informational literacy programs.

Academy for Academic Excellence and Student Success

Situated on the ground floor of the Library is the College’s Academy for Academic Excellence and Student Success, where students can receive both academic counseling and tutorial services to assist with their learning activities. Also, Counseling Services is located in this suite, and appointments for personal counseling can be made here.

Anatomy Center

Located on the Library’s ground floor is the Anatomy Center, consisting of the anatomy laboratory and prosection theater. The prosection theater is equipped with video equipment and monitors to preview the day’s dissection for the students. The Anatomy Center also includes cold-storage and preparation rooms for cadavers, X-ray equipment, faculty offices, and conference areas.

Kenneth W. Padgett Administration Building

The Administration Building is the primary location of administrative, enrollment management, and institutional support services for the College. The offices of President, Executive Vice President and Provost, and Vice President of Finance and Administrative Services are located in this building, along with the offices of Accounting, Payroll, Purchasing, Accreditation, Institutional Quality and Assessment, Bursar, Computer Services, Human Resources, Institutional Advancement, Enrollment Management (Admissions, Financial Aid, Registrar and Alumni Affairs), Facilities Management, and Campus Security. The Administration Building also houses student, faculty and staff dining facilities, mail and central duplication services, the Delavan Theater, and the NYCC Museum of Cultural Heritage, which includes the exhibit of Arnold M. Goldschmidt.
Dining Facility

The dining facility is located on the main floor of the Administration Building, with kitchen and storage facilities located on the lower level. The food service area, known as the “Servery,” is open daily for students, faculty, staff and guests. The three dining rooms serve as eating areas and as locations for meetings, receptions, luncheons and formal banquets. There is combined seating for over 400 persons. The dining rooms are aesthetically pleasing, with high ceilings and 15-foot windows that provide excellent views of the campus landscape.

Coffee Kiosk – Brewed Awakenings

Located in ACA 1, lower level.

Delavan Theater

The Delavan Theater, located in the Administration Building, seats 350 people for College and community activities. Its full complement of equipment and lighting makes this an ideal site for dance, theatrical, musical, and other special events.

The New York Chiropractic College Museum (NYCC Museum)

The mission of the NYCC Museum, and its collections, is to gather and preserve artifacts relating to the history and cultural heritage of the programs offered at NYCC and to expand the understanding of natural healthcare to the College community and world at large. Through collections and exhibits both physical and electronic, the Museum strives to reflect the past, present and future of natural healthcare at New York Chiropractic College. Currently, the Arnold M. Goldschmidt exhibit displays artifacts that trace the history of spinal manipulation since ancient times. There are photos and documents that span the more than 100 years of chiropractic history, as well as a collection of diagnostic and therapeutic equipment used by chiropractors over the last century. The NYCC Museum will house other exhibits, including objects from the Arnold M. Goldschmidt exhibit, within the walls of the Museum and around the campus.

Bookstore

The Campus Bookstore is located in the tunnel connecting the Administrative and Academic buildings. The Bookstore is operated by the Follett Higher Education Group, and is open year-round. It stocks and sells required textbooks, healthcare-related publications, and a variety of instructional supplies and study materials. At the Bookstore, students and other customers also may purchase sundries, beverages, snacks, and greeting cards, along with a full line of NYCC gifts and clothing.

Residence Halls

NYCC’s residence halls provide students with a secure campus environment that offers a social yet private residential campus life for unmarried and married students, and married students with dependent children.

The campus has five suite-style residence halls. All suites include single and double bedrooms, a living/study room, and either one or two bathrooms. Standard features include wall-to-wall carpeting, a refrigerator, phone lines to each bedroom, TV cable service to the living/study room, and a wireless network. Each building has a centralized kitchen, recreation room, washer/dryer facilities, and storage space.

Standard Process Health and Fitness Education Center

Students, faculty and staff enjoy one of the finest regional recreational facilities in NYCC’s 88,000 square-foot Health & Fitness Center. Health & Fitness Center memberships are also available to residents of the Seneca Falls community through the College’s Department of Health & Fitness Education. Within the Health & Fitness Center is a 32,000 square-foot gymnasium, which accommodates a variety of recreational, athletic, cultural and academic functions. The gymnasium features four basketball courts – which can be converted to four tennis courts, three volleyball courts, or four badminton courts – and a 150-meter, four-lane track. It is also the site of the College’s commencement exercises and large community events.
A 3,700 square-foot fitness center is equipped with both cardiovascular and free-weight equipment. Additional amenities within the Health & Fitness Center include two racquetball/handball courts; a six-lane, 25-meter swimming pool; an aerobics room; and men’s and women’s locker rooms. The 286-acre NYCC campus also provides a variety of outdoor recreational venues, featuring tennis, basketball and volleyball courts; two multipurpose athletic fields utilized for soccer, lacrosse, and flag football; an executive nine-hole golf course; and driving range.

**President’s Residence**

The President’s residence at the Seneca Falls campus serves as a private home for the President and his family, and is utilized for College-related receptions and other social functions.
Catalog

New York Chiropractic College
2360 Route 89
Seneca Falls, NY 13148

Phone: 1-800-234-6922

Websites:
www.nycc.edu
http://aom.nycc.edu
www.nycchealthcenters.com
The College is committed to providing programs of academic excellence to the best-qualified and most highly motivated individuals. Candidates are selected based on academic credentials and on profiles of successful students and alumni of NYCC.

**ACADEMIC REQUIREMENTS FOR ADMISSION**

Please refer to the individual program section for a complete description of the academic requirements for each degree program.

**THE APPLICATION PROCESS**

**How to Apply**

1. A letter of application and completed application form must be submitted. The letter of application should provide a brief personal profile of the applicant, including motivations for applying to the College.

2. A nonrefundable $60.00 application fee should be remitted.

3. Prospective students must instruct the registrars of ALL colleges or universities they’ve attended to forward OFFICIAL TRANSCRIPTS of academic records directly to the NYCC Admissions Office.

4. Written references should be submitted as follows:
   - **DC Program** – one from each: an academic instructor, a doctor of chiropractic, and a character reference of choice.
   - **MSA/MSAOM Programs** – one from each: an academic instructor or employer, a healthcare provider, and a character reference of choice.
   - **MSACN Program** – no references required.
   - **MSHAPI Program** – two professional references.

5. Eligible applicants are invited to attend an admission interview. The admission interview is used to assess the candidate’s motivational characteristics and personality strengths. In certain instances, the interview may be waived.

6. During the on-campus interview process, applicants may also be asked to generate brief written samples demonstrating communications ability.

**When to Apply**

Completed application forms should be submitted within three to six months of the intended trimester start date.

New students entering the chiropractic program are admitted to start in the September, January and May trimesters.

NYCC operates on a rolling-admission basis. Application should be made after the prospective student has completed at least 50 semester hours of college study; and for chiropractic students, half of the prerequisite science courses should have been completed.

Students who have been admitted to one of NYCC’s professional-degree programs (DC or MSA/MSAOM) may apply to the Bachelor of Professional Studies program at any time during their DC or MSA/MSAOM program; however, they are accepted only after successfully completing at NYCC – with a “C” grade or better – 30 credits of basic-science course work.

**Selection of Candidates**

After the applicant has satisfied admission requirements by supplying documentation and completing an interview, the prospective student’s complete application package (transcripts, essays, references, interview evaluation) will be reviewed. Upon completion of the review, the applicant will be notified of the College’s admission decision. If space is no longer available for the trimester requested on the application, the applicant will be contacted by the Admissions Office and considered for the next available trimester.

Submission of fraudulent documents, misrepresentation, or deliberate omission of any relevant information in the application process shall be cause for rejection of the candidate, or revocation of admission.
Characteristics of a successful candidate for admission:

- Superior communication skills, both oral and written;
- A good understanding of the nature of the student’s intended profession as distinguished from other healing arts;
- Evidence of strong motivation to become a healthcare practitioner;
- Initiative and honesty, as evidenced by the candidate’s transactions within the application process and in all information submitted in support of the application;
- Academic achievement that compares favorably to that of successful students at NYCC.

If any academic documentation for admission has not yet been received at the time of acceptance, the applicant is offered a provisional acceptance. An official acceptance occurs only after the selected candidate has supplied official transcripts and other documents as required.

**Notification of Admission Status**

All applicants receive written status updates on their applications. An acceptance letter qualifying the entering class date is sent to all accepted applicants.

**Candidates’ Responses**

Applicants notified of acceptance or invited to continue their candidacy are expected to reply promptly in writing to indicate their enrollment intentions. Those accepting an offer of admission must make a non-refundable deposit of $400 within 30 days following notification to secure a seat in the desired class. The deposit will be applied toward the first trimester’s tuition and fees.

Accepted candidates who have deposited for a particular term may defer their admission to a subsequent term, with the approval of the Admissions Office and based on the availability of space.

As a courtesy to other applicants, an accepted candidate who ultimately does not plan to enroll at NYCC is requested to notify the Admissions Office of this fact, so another student can be admitted in this slot.

**CAMPUS VISITATION DAYS AND TOURS**

NYCC invites students to make individual appointments to tour the campus, attend classes and labs, talk with current students and instructors, sample lunch in NYCC’s dining facilities and/or stay overnight in one of the residence halls.

Saturday visits will be offered approximately once a month to accommodate those students who work or have classes during the week. In addition, NYCC hosts Open Houses in the spring and fall of each year.

Admissions counseling is strongly encouraged and is available in conjunction with campus visits.

For further information on visiting NYCC or to schedule an appointment, contact the Admissions Office at 1-800-234-6922.

Address all correspondence regarding admission to:

New York Chiropractic College  
Admissions Office  
2360 Route 89  
Seneca Falls, NY 13148-0800  
1-800-234-6922 (NYCC)  
(315) 568-3040  
Fax: (315) 568-3087

**View NYCC on the Internet at**  
www.nycc.edu or aom.nycc.edu

or

**E-mail NYCC Admissions at**  
enrollnow@nycc.edu
Tuition & Fees

Tuition

Doctor of Chiropractic Program

Chiropractic students who are scheduled for 17 to 28 credit hours will be charged a flat rate of $10,983 per trimester for the 2014-2015 academic year. Any student who falls outside this range will be credited or charged at a per-credit-hour rate of $482 for each credit hour above 28 credits or below 17 credits. Tuition and fees are subject to adjustments authorized by the Board of Trustees. In such cases, due notice will be given.

Finger Lakes School of Acupuncture and Oriental Medicine

Tuition for the MSA and MSAOM programs is $492 per credit for the 2014-2015 academic year. NYCC alumni and students who concurrently enroll in the Doctor of Chiropractic Program receive a 20% discount. The discount does not apply to students who have completed the MSA program and are continuing in the MSAOM program.

Tuition and fees are subject to adjustments authorized by the Board of Trustees. In addition to tuition charges, a general fee and other fees, students incur expenses for books and certain supplies.

Online Graduate Programs

Tuition for students in the online graduate programs is $621 per credit hour for the 2014-2015 academic year. There is no general fee or other fees associated with the online program; however, students may incur expenses for books and certain supplies.

NYCC alumni and concurrent students receive a 20% discount.

Bachelor of Professional Studies Program

A $1,450 fee will be charged to students who are enrolled in the DC or MSA/MSAOM degree programs who seek to earn the Bachelor of Professional Studies (BPS) degree. This fee covers the tuition for the capstone course required for completion of the BPS degree and other associated administrative costs. No additional charges are associated with obtaining the BPS degree.

FEES (2014-15 ACADEMIC YEAR)

Fees Per Trimester

<table>
<thead>
<tr>
<th>Fee</th>
<th>Amount</th>
</tr>
</thead>
<tbody>
<tr>
<td>General Fee</td>
<td>$285</td>
</tr>
<tr>
<td>1st trimester of enrollment</td>
<td>$240</td>
</tr>
<tr>
<td>Technology Fee</td>
<td>$50</td>
</tr>
<tr>
<td>Meal Plan</td>
<td>$469</td>
</tr>
<tr>
<td>(required for chiropractic students,</td>
<td></td>
</tr>
<tr>
<td>trimesters 1-9 enrolled at Seneca Falls</td>
<td></td>
</tr>
<tr>
<td>campus taking 12 or more credits)</td>
<td></td>
</tr>
<tr>
<td>AOM minimum Meal Plan</td>
<td>$283</td>
</tr>
<tr>
<td>(required for students taking 12 or more</td>
<td></td>
</tr>
<tr>
<td>credits)</td>
<td></td>
</tr>
<tr>
<td>Infirmary Fee</td>
<td>$50</td>
</tr>
<tr>
<td>(required for chiropractic students at</td>
<td></td>
</tr>
<tr>
<td>Seneca Falls campus taking 12 or more</td>
<td></td>
</tr>
<tr>
<td>credits)</td>
<td></td>
</tr>
<tr>
<td>Other Fees</td>
<td></td>
</tr>
<tr>
<td>Application Fee (nonrefundable)</td>
<td>$60</td>
</tr>
<tr>
<td>Admission Deferral Fee (nonrefundable)</td>
<td>$100</td>
</tr>
<tr>
<td>ID Card Replacement</td>
<td>$10</td>
</tr>
<tr>
<td>Late Tuition Payment Fee</td>
<td>$100</td>
</tr>
<tr>
<td>Late Registration Fee</td>
<td>$50</td>
</tr>
<tr>
<td>Housing Contract Release Fee</td>
<td>$200</td>
</tr>
<tr>
<td>Returned Checks</td>
<td>$25</td>
</tr>
<tr>
<td>Outcomes Assessment Review</td>
<td>$500</td>
</tr>
<tr>
<td>Study Abroad Fee</td>
<td>$995</td>
</tr>
</tbody>
</table>

Required Deposits

New Student Tuition Deposit $400

Housing Deposit

<table>
<thead>
<tr>
<th>Type</th>
<th>Amount</th>
</tr>
</thead>
<tbody>
<tr>
<td>First-time Occupants</td>
<td>$100</td>
</tr>
<tr>
<td>Housing Fees Per Trimester:</td>
<td></td>
</tr>
<tr>
<td>Single Room</td>
<td>$2,515</td>
</tr>
<tr>
<td>Married</td>
<td>$3,140</td>
</tr>
<tr>
<td>Family</td>
<td>$3,584</td>
</tr>
</tbody>
</table>
PAYMENT POLICIES

All tuition charges must be paid in full by the date established by the College for each trimester. Students may receive a financial-aid deferment by completing their loan applications and submitting them to the Financial Aid Office by the designated deadline. If outstanding charges exist, students will not be allowed to register on Registration Day and will be required to register late upon payment of tuition and fees, including the appropriate late registration fines.

Students whose balances are not covered by Financial Aid may have the option of utilizing the College’s payment plan. There is no finance charge or fee for enrolling in this plan. To participate in the monthly payment plan, simply submit the Payment Plan Agreement each trimester on the Student Portal upon making your first payment. The plan consists of four payments each trimester. The first payment of 25% is due by the 10th of the month of registration, and the next three payments of 25% each are due the 10th of the next three consecutive months. A new Payment Plan Agreement must be submitted each trimester. Any late payment made under this plan will result in a $100 late-payment fine and may result in the student be deregistered from classes. If a payment plan is entered into after the second month due date, 50% is due in order to enroll. Students who have missed four due dates during their enrollment may be required to pay 100% of their charges by the initial due date.

Payments may be made by cash, check, or credit card. Payment should be made in U.S. dollars. Credit card payments are accepted online through the student portal. NYCC accepts MasterCard, Visa, American Express and Discover.

No postdated checks will be accepted.

Student Account Refunds

A student will receive an overpayment check whenever there is a credit balance reflected on the student account. Credit balances usually result from proceeds received from grants, scholarships, student loans and other payments. The calculation and distribution of student refund checks is facilitated by the Bursar’s office. Student refund checks resulting from credit balances are made available to the student within 14 days of either the beginning date of the academic term, or the date in which the credit is generated. Financial aid disbursements or refund checks may not be distributed, if the student is not in good academic standing with the College or has an outstanding “I” incomplete grade from a prior academic term. Appeals to the policy may be made to the Financial Aid office.

Refund Upon Withdrawal

Students who withdraw from the College prior to the 60% completion point of a term will have their institutional charges adjusted. Tuition, fees, housing charges, and required meal plans will be prorated based on the percentage of the term completed as of the student’s last date of attendance. If a student attends beyond the 60% point of a term, no refund will be made. Students must contact the Academy for Academic Excellence and Student Success to begin the withdrawal process.

Refund Upon Withdrawal From Concurrent Programs

Students who concurrently matriculate in more than one degree program and choose to fully withdraw from one of the programs may be entitled to a tuition refund. The withdrawn program’s tuition costs are refunded based on the percentage of the term completed. If a student attends beyond the 60% point of a trimester, no refund will be made.

Withdrawal from individual course(s) results in no refund when it occurs after the drop/add period (refer to the Academic Calendar for deadline).

Return of Title IV Funds

When a Federal Student Aid recipient withdraws from the College, the amount of Title IV funds earned is based upon the percentage of the term completed. For withdrawals prior to the 60% point of the term, a pro-rata refund calculation determines the amount of student aid a student has earned. After the 60% point of the term, a student is entitled to 100% of his/her student aid.
Return of Federal Student Aid Funds

When a student who withdraws is eligible for a refund of educational expenses or a student requests that awarded funds be reduced, and Federal Financial Aid Funds (Title IV) are involved, the institution must make adjustments or repayments of any credit in the following order:

- Federal Unsubsidized Stafford Loan
- Federal Perkins Loans
- Federal GradPLUS Loan
- Federal Pell Grant
- Other Title IV Student Assistance
- Other Financial Aid programs
- Student

When a student who has paid using only personal funds withdraws from the College, any credit balance after returning internal scholarships will be returned to the student.

Penalties

The College reserves the right to deny admission or registration to any person who has not paid in full all outstanding financial obligations to the College. Unless the debt has been discharged under the Bankruptcy Reform Act of 1978, the College may, at its sole discretion:

1. Refuse to admit or register the student;
2. Cancel the student’s registration;
3. Bar the student from attending class;
4. Remove the student from residence housing;
5. Withhold the student’s transcripts and diploma.
The office of Financial Aid endeavors to assist students in meeting their financial obligations through the aid of scholarships, Federal College Work-Study, grants and loans. This section outlines the commonly used sources of financial aid, eligibility criteria and application procedures. The following table, and sections below, list the scholarships, grants and loans available at NYCC, along with main eligibility criteria and application process.

**Sources of Financial Aid at New York Chiropractic College**

### Grants & Scholarships

<table>
<thead>
<tr>
<th>Applicable to</th>
<th>Program Name</th>
<th>Description</th>
<th>Award Amount</th>
</tr>
</thead>
<tbody>
<tr>
<td>All degree programs</td>
<td>NY State Veterans Awards</td>
<td>NYS residents who have complete eligible service</td>
<td>Amounts vary</td>
</tr>
<tr>
<td></td>
<td>Presidential Scholarships</td>
<td>Competitive scholarships</td>
<td>Amounts vary</td>
</tr>
<tr>
<td>DC Program Only</td>
<td>NYCC Merit Scholarships</td>
<td>Scholarships awarded to prospective students; based on previous academic achievement</td>
<td>3.0-3.49 GPA $1,500 3.5-4.0 GPA $2,500 Total for first academic year</td>
</tr>
<tr>
<td></td>
<td>NYCC Academic Scholarships</td>
<td>Competitive Scholarships awarded to enrolled students in each cohort class of Trimesters 2-9</td>
<td>$300 - $500 per trimester</td>
</tr>
<tr>
<td></td>
<td>NYCC International Scholarships</td>
<td>Competitive Scholarships awarded to enrolled nonresident alien students who are classified as Trimester 2 or higher; an NYCC minimum GPA of 3.0 and essay required</td>
<td>$500 per trimester $1,500 maximum per award year</td>
</tr>
<tr>
<td></td>
<td>NYCC Education Opportunity Awards</td>
<td>Competitive Awards for enrolled students who have an NYCC minimum GPA of 2.75; financial need and essay considered</td>
<td>$500 per trimester $1,500 maximum per award year</td>
</tr>
<tr>
<td></td>
<td>NYCC Endowed Scholarships</td>
<td>Competitive Scholarships awarded to enrolled students; details available in Financial Aid Office</td>
<td>Award amounts vary</td>
</tr>
<tr>
<td>MSA/MSAOM Programs Only</td>
<td>NYCC Acupuncture and Oriental Medicine Scholarship Education Opportunity Awards</td>
<td>Competitive Scholarships for enrolled students with an NYCC minimum GPA of 3.5; financial need and essay considered</td>
<td>$500 per trimester $1,500 maximum per award year</td>
</tr>
</tbody>
</table>
### Loan Programs

<table>
<thead>
<tr>
<th>Applicable to</th>
<th>Program</th>
<th>Academic Year Maximum</th>
<th>Interest</th>
<th>Eligibility</th>
<th>Application</th>
</tr>
</thead>
<tbody>
<tr>
<td>All degree programs</td>
<td>Federal Unsubsidized Stafford Loan</td>
<td>Master’s degree programs: $20,500; DC program: May be awarded up to $33,000</td>
<td>2013-2014 Fixed rate 5.41%</td>
<td>Financial need</td>
<td>FAFSA Form, Master Promissory Note/Loan Application</td>
</tr>
<tr>
<td></td>
<td>Graduate PLUS Loan</td>
<td>May be awarded up to student budget less other aid</td>
<td>2013-2014 Fixed rate 6.41%</td>
<td>Credit worthy</td>
<td>FAFSA Form</td>
</tr>
<tr>
<td></td>
<td>Federal Perkins Loan</td>
<td>$4,000</td>
<td>Fixed rate 5%</td>
<td>Financial need</td>
<td>Financial Aid Form</td>
</tr>
<tr>
<td></td>
<td>U.S. and International Student Private Loans</td>
<td>Amounts vary</td>
<td>Vary by loan program</td>
<td>Vary by loan program</td>
<td>Contact the Financial Aid Office for information</td>
</tr>
</tbody>
</table>

### Employment

<table>
<thead>
<tr>
<th>Applicable To</th>
<th>Program</th>
<th>Annual Maximum</th>
<th>Eligibility</th>
<th>Application</th>
</tr>
</thead>
<tbody>
<tr>
<td>All degree programs</td>
<td>Federal Work Study</td>
<td>Varies according to work load and unmet need</td>
<td>Financial Need</td>
<td>Financial Aid Form and NYCC Application</td>
</tr>
</tbody>
</table>
COST OF EDUCATION/STUDENT EXPENSE BUDGETS

Eligibility for financial aid is determined by a student’s financial need and the costs associated with attending the institution, called the “student budget” or “cost of education.” The components of a student’s budget include direct educational costs (tuition, fees, books and supplies) and indirect costs (room and board, personal expenses and transportation) as prescribed by the U.S. Department of Education.

### Student Expense Budgets 2014-15

<table>
<thead>
<tr>
<th><em>Expense</em></th>
<th>MSA Program 8 Months</th>
<th>MSAOM Program 8 Months</th>
<th>Online Programs 8 Months</th>
<th>DC Program</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
<td>Seneca Falls Campus</td>
</tr>
<tr>
<td>Tuition</td>
<td>$14,760</td>
<td>$17,930</td>
<td>$7,452</td>
<td>$21,966</td>
</tr>
<tr>
<td>Fees</td>
<td>$580</td>
<td>$580</td>
<td>$680</td>
<td>$680</td>
</tr>
<tr>
<td>Books &amp; Supplies</td>
<td>$1,400</td>
<td>$1,400</td>
<td>$1,000</td>
<td>$1,400</td>
</tr>
<tr>
<td>Room &amp; Board</td>
<td>$8,240</td>
<td>$8,240</td>
<td>$8,240</td>
<td>$9,025</td>
</tr>
<tr>
<td>Transportation</td>
<td>$2,000</td>
<td>$2,000</td>
<td>$2,000</td>
<td>$2,232</td>
</tr>
<tr>
<td>Personal</td>
<td>$1,342</td>
<td>$1,342</td>
<td>$1,342</td>
<td>$1,421</td>
</tr>
<tr>
<td>Loan Fees</td>
<td>$220</td>
<td>$220</td>
<td>$92</td>
<td>$354</td>
</tr>
<tr>
<td>Total</td>
<td>$28,542</td>
<td>$31,712</td>
<td>$8,544</td>
<td>$35,982</td>
</tr>
</tbody>
</table>

*These estimated expenses represent two trimesters (one academic year/eight-month period) and may vary due to modest cost increases or individual factors. Please consult the Financial Aid office on your special individual situations such as child care and insurance expenses.

This Financial Aid information reflects data available at the time of the Catalog and Student Guide publication. State and federal legislation may affect the student’s eligibility and the academic year amounts of the award available. Current funding levels and regulations may be requested from the NYCC Financial Aid office.

### GENERAL ELIGIBILITY GUIDELINES

#### Citizenship

To receive funds from federal programs, you must be a U.S. citizen or eligible noncitizen. An eligible noncitizen should have an eight- or nine-digit Alien Registration Number and belong to one of the following categories:

- U.S. permanent resident with an Alien Registration Receipt Card (I-151 or I-551);
- Other eligible noncitizen with a Departure Record (I-94) from the U.S. Immigration and Naturalization Service showing any one of the following designations: (a) Refugee, (b) Asylum Granted, (c) Indefinite Parole and/or Humanitarian Parole, or (d) Cuban-Haitian Entrant;
- Other eligible noncitizen with a temporary residency card (I-688).

Those in the U.S. on only an F1, F2 or M-1 student visa, only a J1 or J2, B1 or B2 (exchange) visitor visa, a G, H or L series visa, are not eligible for Federal or State Aid. Also, anyone with only a “Notice of Approval to Apply for Permanent Residence” (I-171 or I-464) cannot receive Federal Financial Aid Funds.

#### Status of Prior Loans

A student is not eligible to receive federal financial aid if in default on any federal educational loans previously borrowed. Also, a student must not have liens on his/her property due to debt owed to any federal agency.
Dependency Status

Students enrolled in any of NYCC’s graduate and professional degree programs are considered to be independent students for the purpose of applying for Federal Student Aid Programs. Parental information is not required to be reported on the Free Federal Application for Federal Student Aid (FAFSA).

Satisfactory Academic Progress – New York State Financial Aid

Students are expected to be making satisfactory progress in their course of study to be able to participate in the State Student Financial Assistance Program. The following chart outlines the minimum requirements for financial aid eligibility at each level of study for all students.

Doctor of Chiropractic Program

<table>
<thead>
<tr>
<th>Before being certified for this payment</th>
<th>A student must have accrued a minimum of</th>
<th>With a cumulative index of at least</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>0 credits</td>
<td>0.00</td>
</tr>
<tr>
<td>2</td>
<td>18 credits</td>
<td>1.50</td>
</tr>
<tr>
<td>3</td>
<td>36 credits</td>
<td>2.00</td>
</tr>
<tr>
<td>4</td>
<td>55 credits</td>
<td>2.00</td>
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<tr>
<td>5</td>
<td>75 credits</td>
<td>2.00</td>
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<tr>
<td>6</td>
<td>95 credits</td>
<td>2.00</td>
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<tr>
<td>7</td>
<td>120 credits</td>
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<tr>
<td>8</td>
<td>145 credits</td>
<td>2.00</td>
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<tr>
<td>9</td>
<td>165 credits</td>
<td>2.00</td>
</tr>
<tr>
<td>10</td>
<td>185 credits</td>
<td>2.00</td>
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</table>

MSA and MSAOM Programs

<table>
<thead>
<tr>
<th>Before being certified for this payment</th>
<th>A student must have accrued a minimum of</th>
<th>With a cumulative index of at least</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>0 credits</td>
<td>0.00</td>
</tr>
<tr>
<td>2</td>
<td>12 credits</td>
<td>1.50</td>
</tr>
<tr>
<td>3</td>
<td>24 credits</td>
<td>1.75</td>
</tr>
<tr>
<td>4</td>
<td>36 credits</td>
<td>2.00</td>
</tr>
<tr>
<td>5</td>
<td>48 credits</td>
<td>2.00</td>
</tr>
<tr>
<td>6</td>
<td>60 credits</td>
<td>2.00</td>
</tr>
<tr>
<td>7</td>
<td>72 credits</td>
<td>2.00</td>
</tr>
<tr>
<td>8</td>
<td>84 credits</td>
<td>2.00</td>
</tr>
<tr>
<td>9</td>
<td>96 credits</td>
<td>2.00</td>
</tr>
</tbody>
</table>

Students who fail to meet these standards and become ineligible to receive New York State financial aid may have their eligibility reinstated by one of the following methods:

- Make up a deficiency without benefit of state support;
- Be readmitted to the institution after an absence of at least one calendar year by meeting the institution’s academic requirements;
- Transfer to another institution where the student must meet the new institution’s admission requirements.

Satisfactory Academic Progress for Federal Financial Aid Eligibility

The federal financial aid programs require that a student maintain a minimum level of academic progress in order to remain eligible to receive financial aid funds. This progress is monitored through qualitative and program completion pace measures, which are calculated at the end of each academic term.

Standards of Academic Progress

A student must meet the following academic measures in order to remain in good academic standing with the college, and to continue to meet the U.S. Department of Education’s eligibility requirements for Federal Student Aid. These measures apply to students matriculating in all NYCC degree programs.

a. A student must achieve a cumulative GPA of 1.5 or better in their first trimester.

b. At the end of a student’s second trimester of enrollment, and thereafter, a cumulative GPA of 2.0 or higher must be earned.

c. Pace of program completion: To ensure a reasonable pace, a student must have successfully completed a minimum percentage of their cumulative attempted credit hours at the end of each term. An earned course grade of I, F, XF, WF or W is not considered to be successful completion of a course. Any credit hours, from accepted transfer courses, are included in...
the pace calculation as credit hours earned and attempted.

**How the program pace (completion rate) is determined:**

<table>
<thead>
<tr>
<th>Cumulative number of credit hours completed</th>
<th>Cumulative number of attempted credit hours</th>
</tr>
</thead>
</table>

Required minimum program pace percentages:
- 35% during first trimester of enrollment
- 35% during second trimester of enrollment
- 50% during third trimester of enrollment
- 67% during fourth, and all subsequent, trimesters of enrollment

The maximum length of time to complete an academic program is 150% of the program’s total credit hours.

**Academic Warning**

A student in academic warning status has failed to meet the minimum requirements of the college’s standards of academic progress, and must meet the minimum standards by the end of the next trimester of enrollment. U.S. Department of Education regulations state that a student in academic warning status may only receive federal student aid for one additional term before being required to meet the standards of academic progress to maintain their eligibility for funds. The student should meet with the director of the Academy for Academic Excellence and Student Success during the trimester to assess academic progress and receive assistance in developing effective learning strategies.

**Academic Dismissal**

A student is academically dismissed from their program of study if he/she has not met the standards of academic progress within one trimester immediately following a term of academic warning status, or is unsuccessful in their probation appeal attempt.

**Probation**

A student who has been academically dismissed may appeal to be placed in a probation status. Approval of the probation status allows the student to continue in their program, and reinstates federal financial aid eligibility for one trimester. Appeals will be considered by the college within guidelines set by the U.S. Department of Education (USED). USED guidelines stipulate that the student must explain the special circumstance that caused them to fail to meet the minimum standards of academic progress, and the student must also explain what has changed that would now allow the student to regain good academic standing.

**Academic Plan**

In some circumstances, a student may be placed on an academic plan where stated objectives must be met for the student to get back in good academic standing by a set point in time. Students who have been placed on an academic plan must meet the modified standards of academic progress outlined in the plan, or they will be academically dismissed. While on the academic plan a student’s financial aid eligibility is reinstated.

**Good Academic Standing**

The status of good academic standing is defined as any student who is allowed to register for and perform academic course work at the college during any given trimester. A student who, after academic review, has attained a status of Academic Warning or Academic Probation is considered to be in good academic standing. Failure to maintain good academic standing could result in the loss of financial aid eligibility and/or dismissal from the program.

**Financial Aid Application Process**

The Free Application for Federal Student Aid (FAFSA) must be completed by all U.S. students who wish to be considered for financial aid. The FAFSA application can be found online at www.fafsa.ed.gov.

**Award Notice**

Prior to beginning enrollment at NYCC, and each academic year following, students will receive an award notice from the Financial Aid office. This notice discloses the student’s expense budget for the upcoming academic year and a financial aid offer to assist in covering the expenses. At the time of the award notice a student has an opportunity to accept, reject or modify the aid package offered. Incoming first-time students are required to actively acknowledge the receipt of the award notice with
the Financial Aid office. For continuing students, the act of not returning the award letter to the Financial Aid office is interpreted as acceptance on the student’s part of the aid package offered.

**Loan Applicants**

Each loan program may require separate loan applications. Students should contact the Financial Aid office for the appropriate application and guidance in selecting a lender.

Since NYCC is on a trimester schedule, two trimesters (eight months) equal one academic year for loan purposes. Loan applications should be submitted approximately three months prior to the academic period. Students are notified of submission dates by the Financial Aid office.

**Scholarships and Grants**

Scholarship opportunities available to NYCC students are listed on the student portal and the College’s message monitors throughout the campus. They vary as to the amount of the award and the criteria for eligibility. Scholarship sources both within and outside the College include the following:

- Dr. Kenneth W. Padgett/Alumni Scholarship
- The Foundation for Chiropractic Education and Research Scholarship
- Don & Kay Allen International Scholarship
- International Chiropractors Association Auxiliary Scholarship
- The American Chiropractic Council of Women Chiropractors Scholarship
- Chiropractic Education Foundation of New York Scholarship
- New York State Financial Aid Administrators Association Scholarship
- Association of New Jersey Chiropractors Scholarship
- New York State Chiropractic Association Scholarship
- Business & Professional Women’s Club of New York State Scholarship
- Foot Levelers Scholarship
- Dr. Marvin B. Sosnik Scholarship
- Dr. Jack DiBenedetto Memorial Scholarship
- The Biofreeze Scholarship
- Dr. Arnold (Mickey) and Lucille Goldschmidt Scholarship
- William and Florence Crowther Scholarship
- George Koenig Scholarship
- Walter Vaughn Scholarship
- Dr. Robert Mastronardi Memorial Scholarship
- Herbert Law Scholarship
- Dr. Mark S. Persson Scholarship
- Grace LeGendre Scholarship
- NCMIC Scholarship
- NYCC Educational Opportunity Award (EOA)
- American Chiropractic Scholarship (SACA)
- NYCC Acupuncture and Oriental Medicine Scholarship
- Nuherb Scholarship
- Standard Process 7th Tri Transition Scholarship
- The Sylva Ashworth Scholarship
- American Black Chiropractic Association (ABCA)
- NYCC International Scholarship
- NYCC Academic Scholarship
Veterans Benefits

All of the academic programs listed in the General Information section are approved programs with the Bureau of Veterans Education. For veterans and their dependents who qualify for VA benefits, certification and monitoring of their enrollment status occurs in the Financial Aid office. Students should contact the Financial Aid office concerning any questions about the certification of their benefits. Recipients may receive funding from the various veterans programs, such as Chapters 30, 31 (federal vocational rehabilitation), 33 (Post-9/11), 33 Yellow Ribbon, 35, 1606 (reservist/national guard) and others. Students should contact their Veterans Affairs office to find out for which programs they qualify, go to the VA website at www.gibill.va.gov, or call 888-442-4551.

Explanations of Possible Veterans Benefits Eligibility

If you served on Active Duty, you might be eligible for education benefits offered by the Department of Veterans Affairs. For example, the Post-9/11 GI Bill provides financial support for educational and housing expenses to individuals with at least 90 days of aggregate service after September 10, 2001, or individuals discharged with a service-connected disability after 30 days. You must have received an honorable discharge to be eligible for the Post-9/11 GI Bill.

If you are currently serving in the military, you may be eligible for funding offered through the Department of Defense Tuition Assistance program. Check your eligibility status and the amount for which you qualify with your Service prior to enrolling.

If you are the spouse or child of a service member who is serving on active duty Title 10 orders in the paygrades of E1-E5, O1-O2, or W1-W2, you may be eligible for financial assistance from the Department of Defense for education, training, and/or the occupational license and credentials necessary for a portable career.

If you are the spouse or child of a service member, you may be eligible for transfer of the service member’s Post-9/11 GI Bill benefits to you.

New York State residents may receive benefits through the following programs: Regents Award for Children of Deceased or Disabled Veterans and the Vietnam/Persian Gulf Veterans Tuition Award. Contact New York State Higher Education Services Corporation at 888-697-4372 for more details on these programs.

Student Loans

Federal Unsubsidized Stafford Loan Program

The Federal Unsubsidized Stafford Loan Program is available to students who do not have sufficient financial resources to meet their needs. The Stafford Loan amounts borrowed cannot exceed the student’s total cost of education, minus other financial aid. The U.S. Department of Education determines a fixed interest rate each award year for loans borrowed during that year. The borrower is responsible for accruing interest during in-school, repayment, deferment and grace periods. Payment of interest during these periods may be deferred until the borrower enters repayment. Students matriculating in the Doctor of Chiropractic (DC) program may borrow a maximum of $33,000 per academic year (two trimesters at NYCC). The maximum aggregate amount a DC student can borrow in combined subsidized and unsubsidized Stafford loans is $224,000, which includes any amounts borrowed as an undergraduate. For all other NYCC graduate programs, the maximum is $20,500 per academic year (two trimesters at NYCC). The maximum aggregate amount of combined subsidized and unsubsidized Stafford loans is $138,500, which includes any amounts borrowed as an undergraduate. Please contact the Financial Aid office or go to the website www.studentloans.gov for detailed information on current origination fees, interest rates, repayment options, and additional loan terms.

Federal Perkins Loan

This is a Federal Loan Program jointly funded by the federal government and NYCC. Students with exceptional need may apply to borrow up to $6,000 per year. Repayment to the College begins nine months after graduation at a 5% fixed rate of interest. To be considered for this loan, a student must demonstrate a very high need.
as determined by the information provided on the student’s need-analysis form. Applications should be submitted to the Financial Aid office and will be considered on a need basis.

**Federal Graduate PLUS Loan**

The Federal Graduate PLUS Loan Program (GradPLUS) is available to graduate students who do not qualify for sufficient funding from other financial aid programs to meet their financial need. The amount of the GradPLUS loan that a student receives cannot exceed the student’s total cost of education budget, minus any other financial aid. The U.S. Department of Education determines a fixed interest rate each year for loans borrowed during that year. The borrower is responsible for accruing interest during in-school, repayment, deferment, and grace periods. Contact the Financial Aid office or go to the website www.studentloans.gov for further details.

**Deferment/Repayment/Consolidation**

Students who have borrowed from federal loan programs while attending NYCC may become eligible for deferments, loan consolidation, loan forgiveness, and various other repayment options. Detailed information on these topics is available in the Financial Aid office or go to the website www.studentloans.gov.

**Federal College Work Study Program**

This is a federal student aid program, funded jointly by the federal government and NYCC, that provides part-time employment for eligible students who have an unmet financial need. Work assignments are made in various departments – including the Health & Fitness Center, Library, and administrative offices – as well as in community-service positions. Contact the Financial Aid office for applications and other details.

**Canadian Government Financial Aid**

Many Canadian chiropractic students receive provincial student loans through the Canadian government, private student lines of credit through Canadian lenders, home equity lines of credit, and private U.S. bank loans secured with U.S. co-signers. Contact the Financial Aid office for information on how to apply to the various provinces’ and territories’ financial-aid programs.
The following section highlights the College’s academic policies and regulations. Please refer to the Academic Affairs Policy and Procedure Manual and the Student Guide section of this document for detailed policies and procedures.

**POLICY ON ACADEMIC FREEDOM/ACADEMIC RESPONSIBILITY**

New York Chiropractic College is a nonprofit, coeducational, multipurpose professional institution. It is the policy of NYCC to foster and maintain full freedom of discussion, inquiry, teaching and research. Every member of the College’s faculty is entitled to discuss relevant subjects freely in the classroom. In research and publication, faculty are entitled to discuss freely those subjects with which they are versed in order to encourage inquiry and to present and solicit relevant opinions and conclusions. While free to express those ideas which seem justified by the facts, faculty members will maintain standards of sound scholarship and competent teaching. The denigration or disparagement of individuals or ideas is not tolerated.

When speaking or writing as citizens, faculty are free from institutional censorship or discipline. All communication will be in accordance with the principles of scholarship. Faculty will be accurate, exercise appropriate restraint, show respect for the opinions of others, and clearly indicate when they are serving as spokespersons for the College.

Guest speakers are expected to adhere to this policy and maintain the same standards of scholarship as regular faculty, or be prohibited from future College forums.

**Academic Integrity**

Members of the academic community are expected to observe strict integrity in all phases of their work. All cases of academic dishonesty will be handled through the College’s judicial process, and may result in sanctions or permanent dismissal from the College.

**Academic Freedom for Faculty and Students**

The freedom of an instructor to organize his/her course according to the highest academic standards of pedagogical excellence is basic to the academic freedom of both faculty and students.

The 1967 “Joint Statement on Rights and Freedom of Students” makes it clear that students should have the right to freedom of expression and proper academic evaluation:

- **Protection of Freedom of Expression:** Students should be free to take reasoned exception to the data or views offered in any course of study and reserve judgment about matters of opinion. They are responsible for learning the content of any course of study in which they are enrolled.

- **Protection Against Improper Academic Evaluation:** Students should have protection through orderly procedures against prejudiced or capricious academic evaluation. At the same time, they are responsible for maintaining standards of academic performance established for each course in which they are enrolled. In keeping with these mutual rights and responsibilities, instructors make it clear in the course syllabus how a course is structured and how students’ progress will be assessed. This evaluation and learning process, in accordance with College policy, will include a final exam.

**FULL-TIME STATUS**

New York Chiropractic College defines a full-time student as one who is registered for a trimester course load of twelve (12) semester hours of credit or more.

**HALF-TIME STATUS**

New York Chiropractic College defines a half-time student as one who is registered for a trimester course load of six (6) to eleven (11) semester hours of credit.
NON-MATRICULATED STUDENT POLICY

Certain courses offered within academic degree programs at New York Chiropractic College may be of value to students not currently pursuing these degrees. It is the intent of the College to make these courses available to non-matriculated students when doing so benefits the students and does not negatively impact the College or its matriculated students.

This policy establishes the relevant guidelines and applies only to students seeking to complete courses for academic credit without enrolling in a degree program.

Non-matriculated students should have no expectation that any particular course will be available at a given time, or that if a course is available, that they will be allowed to enroll.

Courses Available for Enrollment by Non-Matriculated Students:

- Only such courses as may from time to time be specifically designated by the chief academic officer are available.
- Non-matriculated enrollment will only be accepted when such enrollment does not displace degree-seeking students or, in the sole judgment of the program dean/director, does not otherwise negatively impact the College, its students, or its programs.

Students Eligible for Non-Matriculated Enrollment:

1. Prior to consideration for course enrollment in a non-matriculated status, the student must complete an Application for Non-Matriculated Admission and submit transcripts of all prior post-secondary education.
2. NYCC courses carrying academic credit are contained within one or more of the College's academic degree programs. The prospective student must demonstrate that they meet all admissions criteria for the relevant program as well as the prerequisites for the course.
3. The student must receive the permission of the program dean/director for each class taken in non-matriculated status. Each student is expected to maintain a 2.0 GPA to be considered eligible to continue in a non-matriculated status.
4. Students enrolled in any NYCC degree program may not enroll in any NYCC course as a non-matriculated student.

Limitations on Credits Earned By Non-Matriculated Students:

1. A student may not earn more than nine credits per term in non-matriculated status. Should a non-matriculated student later seek to enroll in an NYCC degree program, credits taken at NYCC while in non-matriculated status will be considered in the same manner as if they were transfer credits from another institution. If the student is admitted, all acceptable NYCC courses taken in non-matriculated status and relevant to the degree program, within a five-year time frame, shall be included in the student's degree program and considered NYCC courses for purposes of credits attempted and completed and for determining grade point average.

REGISTRATION

A student may register for classes after having paid the required tuition and fees, or after having obtained appropriate clearance from the Bursar based upon approved financial aid.

Regular registration is conducted during appointed days/hours for students who have been approved to do so by the Bursar, in accordance with the published calendar for tuition payment. Late registration is conducted for students who fail to qualify for the regular registration or miss the registration dates. After the close of late registration, no additional registration is possible for the term. Late registration entails an additional fee.
ACADEMIC GRADING SYSTEM

The following grading system is used to evaluate mastery of course work.

<table>
<thead>
<tr>
<th>Grade Ranges</th>
<th>Basic Science</th>
<th>Chiropractic Clinical Sciences, Clinical Services, Acupuncture and Oriental Medicine, Applied Clinical Nutrition, Human Anatomy and Physiology Instruction, and Electives</th>
<th>Grade Descriptions</th>
</tr>
</thead>
<tbody>
<tr>
<td>90-100</td>
<td>A / 4.0</td>
<td>A / 4.0</td>
<td>Consistently exceeds performance standards.</td>
</tr>
<tr>
<td>80-89</td>
<td>B / 3.0</td>
<td>B / 3.0</td>
<td>Meets and occasionally exceeds performance standards.</td>
</tr>
<tr>
<td>70-79</td>
<td>C / 2.0</td>
<td>C / 2.0</td>
<td>Meets performance standards.</td>
</tr>
<tr>
<td>60-69</td>
<td>D / 1.0</td>
<td>F / 0.0</td>
<td>Does not consistently meet performance standards. The student may be required to repeat the course in its entirety.</td>
</tr>
<tr>
<td>0-59</td>
<td>F / 0.0</td>
<td>F / 0.0</td>
<td>Fails to meet minimal performance standards. The student is required to repeat the course in its entirety.</td>
</tr>
</tbody>
</table>

P / 0.0 Indicates successful achievement of all course objectives, including practical and clinical skills. This grade carries no quality points and does not affect the trimester or cumulative grade point average.

Administrative Grades

Grades that may be administratively assigned are described below, together with their impact, if any, on the trimester and cumulative GPA.

W Indicates withdrawal from a course prior to the completion of two-thirds of the scheduled meeting times. It does not enter into the calculation of either the trimester GPA or the cumulative GPA. The course must be repeated in its entirety.

WF Indicates withdrawal from a course after the completion of two-thirds of the scheduled meeting times. The WF grade carries 0.0 quality points and affects the GPA in the same manner as the F grade. The student must repeat the course in its entirety. Upon successful completion of the course, the new grade replaces the WF in calculation of the cumulative GPA, but the WF remains on the student’s transcript as a component of his/her academic history.

XF Indicates failure for excessive absence. The grade of XF carries 0.0 quality points and affects the GPA in the same manner as the F grade. The student must repeat the course in its entirety. Upon successful completion of the course, the new grade replaces the XF in calculation of the cumulative GPA, but the XF remains on the student’s transcript as a component of his/her academic history.

TC Indicates transfer credit granted for equivalent course work completed at another institution. It does not enter into the calculation of either the trimester or cumulative GPA.
**CR** Indicates credit granted by evaluation for learning equivalent to specific NYCC course work. It does not enter into the calculation of either the trimester or cumulative GPA.

**XA** Indicates that a student was registered to audit a course but did not comply with the attendance requirement related to that registration.

**AU** Indicates that the student has audited the course and no academic credit has been granted upon completion of the course. It does not enter into the calculation of either the trimester or cumulative GPA. Students must have the permission of the instructor and dean to audit courses.

**NR** Indicates that no grade was reported by the instructor to the Registrar. This is temporary and does not affect the trimester or cumulative GPA.

**I** Indicates that achievement of course objectives, or internship in the outpatient health centers, was not fully evaluated, and/or an examination or other requirement had not been completed when grades were submitted to the Registrar at the end of the trimester. For other than clinic-service phase courses, if all course requirements are not met by the end of the second week of the next trimester, the I grade becomes an F and the course must be repeated in its entirety. For clinic-service phase courses, all course requirements must be met by the second Friday following the end of that trimester, or the I grade will become an F and the course must be repeated in its entirety.

**ACADEMIC HONORS**

Academic excellence is rewarded throughout the program of study as well as at graduation.

The Dean’s List is compiled after the close of each trimester, identifying those students carrying a minimum of 12 credits in the master’s degree programs and 17 credits in the DC program who have achieved a trimester GPA of 3.50 or higher.

Students who achieve Dean’s List status for three consecutive trimesters prior to the end of their seventh trimester are named to the honor society Phi Chi Omega.

All graduates who have earned a cumulative grade point average of 3.75 or higher will receive an Honors designation.

In addition, a number of special graduation awards are presented to chiropractic and acupuncture graduates who have distinguished themselves in specific areas. Recipients are selected by the Awards Committee, which includes representatives of the administration, faculty and student body.

These honor designations are indicated on the diploma, and are based on the cumulative GPAs of students who complete their educational study at NYCC.

**STUDENT RECORDS**

Federal, state and institutional regulations and requirements guide the maintenance, retention and disposal of student records. A directory of where student records are maintained at NYCC, and the institution’s retention/disposal policy, may be viewed in the Registrar’s Office.

**Family Educational Rights and Privacy Act**

New York Chiropractic College complies with the requirements as set forth by the Family Educational Rights and Privacy Act of 1974, as amended (Buckley Amendment). This Amendment establishes a student’s right to: (a) inspect and review education records; (b) amend education records; and (c) have some control over the disclosure of information from education records. Education records are all those records that: (a) contain information that is directly related to a student; and (b) are maintained by an educational agency or institution or by a party acting for the agency or institution.

A student is defined as “any individual who is or has been in attendance.” Students are notified of their rights under this amendment on an annual basis at the time of registration. A copy of New York Chiropractic College’s institutional policy statement regarding this Amendment may be reviewed in the Registrar’s Office.
Trimester Grade Reports

Following the close of each trimester, a trimester grade report showing course grades, credits and GPA for the trimester, as well as cumulative credits and GPA, is available to each student.

Transcripts

Official transcripts are mailed directly by the Registrar's Office to authorized agencies such as state boards, professional organizations and other educational institutions, upon written request. Unofficial transcripts are issued to the student or former student. All transactions related to transcripts are carried out in compliance with the Family Educational Rights and Privacy Act of 1974, as amended (FERPA). Transcripts are denied to students with unresolved financial obligations to the College, including certain student loans in default, unless the debts have been discharged under the Bankruptcy Reform Act of 1978.

Course Withdrawal

A student may voluntarily withdraw from a course prior to the completion of two-thirds of the scheduled meeting times. It is expected that the student who withdraws from a core course will re-enroll in the subsequent trimester or whenever the course is offered next. Withdrawal from core and elective courses may have an impact upon financial aid eligibility, anticipated graduation date and National Board eligibility.

Program Withdrawal, Leave of Absence, and Readmission

Official Withdrawal occurs when a student withdraws from the College, completing the required clearance procedures, or when a student is withdrawn administratively from the College.

Unofficial Withdrawal occurs when a student ceases attending classes during a trimester or fails to register for the next trimester, and does not complete the required clearance procedures.

Any withdrawal is a complete separation from the College and a former student is not eligible to register again unless readmitted. To be considered for readmission, a former student must submit a written request to the Registrar's Office. An interview with a readmission committee may be required.

The grading policies related to course withdrawals apply to full withdrawals.
Doctor of Chiropractic Program

Degree: Doctor of Chiropractic (DC)
Dean: Karen Bobak, BS, BA, DC, EdD

PURPOSE STATEMENT

The Doctor of Chiropractic degree program advances the Mission, Vision, and Values New York Chiropractic College’s through its preparation of doctors of chiropractic who provide primary and collaborative care, and who place special emphasis on neuromusculoskeletal conditions and overall patient wellness.

PROGRAM GOALS

1. To embody the principles of academic excellence and patient-centered care through the analysis of evidence, utilization of best practices and incorporation of patient values in clinical assessment, diagnosis, chiropractic technique, case management, and documentation.

2. To exhibit and value integrity, compassion and ethical principles in alignment with chiropractic professional standards and consistent with the role of a healthcare provider while accepting responsibility for personal actions.

3. To demonstrate effective leadership skills.

4. To contribute positively to the chiropractic profession and broader community by utilizing knowledge and skills to assess critical issues, adapt to change, and communicate effectively with diverse populations.

OBJECTIVES

Goal 1

a) The student will review and critically appraise literature for quality, clinical significance and applicability;

b) The student will assess patients’ health status through history taking, diagnostic tests;

c) The student will develop differential diagnoses appropriate to each patient presentation;

d) The student will establish patient management plans and treatment goals appropriate to each patient presentation;

e) The student will deliver clinically appropriate chiropractic adjustive procedures;

f) The student will document the management, treatment and outcomes of the doctor/patient interaction.

Goal 2

a) The student will recognize ethical issues and consider the ramifications of different perspectives in resolving dilemmas;

b) The student will assess their own ethical values and incorporate characteristic professional values, ethics, attitudes, knowledge and skills into their behaviors to govern their responses in professional and extra-professional situations.

Goal 3

a) The student will demonstrate effective leadership skills and professionalism through interactions with peers, faculty, staff, patients and community members by consciously modeling the attributes of a healthcare professional.

Goal 4

a) The student will critically consider and evaluate public health issues and communicate appropriate health improvement strategies relevant to each patient presentation;
b) The student will respond to verbal and nonverbal cues to effectively tailor communication to peers, faculty, staff, patients and other community members;

c) The student will demonstrate a self-awareness of knowledge and its limits, and will display the flexibility to personally and professionally adapt to change and alter behavior.

**ACADEMIC REQUIREMENTS FOR ADMISSION**

New York Chiropractic College will admit candidates into the Doctor of Chiropractic program whose goals, abilities, and character are consistent with the program’s mission and who have completed the equivalent of three academic years of undergraduate study (90 semester hours) at an institution(s) accredited by an agency recognized by the U.S. Department of Education or an equivalent foreign agency with a grade point average in these designated 90 hours of not less than 3.0 on a 4.0 scale.

The 90 hours will include a minimum of 24 hours in life and physical science courses. These science courses will provide an adequate background for success in the program, and at least half of these courses will have a substantive laboratory component. The candidate’s undergraduate preparation also includes a well-rounded general education program, examples of which consist of the humanities, social sciences, fine arts, business management and other course work deemed relevant, to achieve success in the curriculum.

A life science is any of several branches of science, such as biology, medicine and ecology, which study structural and functional organization of living organisms and their relationship to each other and the environment. A physical science is any of several branches of science, such as chemistry and physics that study the nature and properties of energy and nonliving matter. Included in this category are movement science course work such as kinesiology, exercise science and biomechanics.

Candidates who have a grade point average of 2.75 to 2.99 in the designated 90 semester credit hours along with a component of life and physical science course work may be considered for admission under NYCC’s alternative admissions criteria consistent with the Council of Chiropractic Education’s guidance. Students admitted under these criteria will be provided an individual education plan designed to optimize their opportunity for success.

Applicants should also be aware that individual state licensing boards may have slightly different educational requirements for licensure.

All students interested in admission to the Doctor of Chiropractic program should contact the admissions office for a transcript review and evaluation as well as obtain information regarding campus visits and admission interviews.

**Pre-Chiropractic Articulation Programs**

High-priority status is given to students in special pre-chiropractic programs in which an articulation agreement exists with NYCC. Joint-degree programs (BS/DC), during which the student can save a year in the completion of the two degrees, are described later in this Catalog. Candidates for admission should be informed of scholarship opportunities based on academic excellence. Some scholarships are awarded at the time of admissions and others throughout the program.

**Recency of Prerequisite Course Work**

All science prerequisites should have been completed within 10 years of the matriculation date at NYCC. The College evaluates each case individually and, if necessary, may require refresher courses to help ensure the candidate’s preparation for success at NYCC.

**Advanced Placement Courses**

All college credit earned via Advanced Placement (AP) courses is acceptable toward meeting the entrance requirements, provided the credit was granted by an accredited degree-granting institution. In the instance of science prerequisites, certification of the grade and of the laboratory is required.
Credit through CLEP or Other Proficiency Examinations

Up to 20 semester hours of a candidate’s preprofessional requirements can be earned through the College Level Examination Program (CLEP) and certain other college proficiency examinations. These credits likewise must be granted by an accredited degree-granting institution. None of the science prerequisites can be satisfied through examination programs.

Technical Standards for Program Success

New York Chiropractic College (NYCC) is committed to the achievement of academic excellence, quality patient care, and professional leadership. In support of NYCC’s vision, a candidate for the Doctor of Chiropractic, Master of Science in Acupuncture, or Master of Science in Acupuncture and Oriental Medicine degree programs must have abilities and skills in five areas: observation and participation; communication; motor; intellectual-conceptual, integrative and qualitative; and behavioral and social. These guidelines specify the attributes that NYCC faculty consider essential for completing these degree programs. Because these standards describe the essential functions that students must demonstrate to meet the requirements of a first professional degree program, they are pre-requisites for matriculation, continuation, and graduation.

NYCC is fully committed to equal opportunity in educational programs for all otherwise qualified individuals without regard to handicap or disability, in accordance with the Americans with Disabilities Amendments Act of 2008 and Section 504 of the Vocational Rehabilitation Act of 1973. In addition to meeting academic standards, candidates for these programs must also meet the following technical standards with or without reasonable accommodations throughout the full course of their education at NYCC. These standards ensure patient safety and that all candidates are otherwise qualified. Reasonable accommodations can be made in some of these areas provided that they do not require fundamentally altering the applicable degree program. Requests for reasonable accommodations will be reviewed on a case by case basis; however, candidates for admission and enrolled students should be able to perform in a reasonably independent manner. The use of an intermediary that would, in effect, require a student to rely on someone else’s power of observation and/or communication will not be permitted. NYCC reserves the right to rescind admission or continuation to any candidate that is unable to meet all technical standards with reasonable accommodations. Any candidate should evaluate his/her ability to meet all technical standards prior to submission of an application.

Candidates for admission and enrolled students must demonstrate:

1. **Observation and Participation:**
   a. The ability to observe and participate in demonstrations, experiments, diagnostic procedures and tests within all phases of education, including all laboratory and clinical settings. These may include but are not limited to human cadaveric dissections, microbiologic cultures, microscopic studies, and clinical-science patient-assessment procedures.
   b. The ability to observe a faculty member and a patient accurately at a distance and close at hand.
   c. Observation and participation necessitates the functional use of the sense of vision, hearing and somatic sensation. It is enhanced by the functional use of the sense of smell.

2. **Communication:**
   a. The ability to speak, to hear, and observe patients in order to elicit information, describe changes in mood, activity, and posture, and perceive nonverbal communications.
   b. The ability to communicate effectively and sensitively with others.
   c. The ability to communicate effectively and efficiently in oral and written form.

3. **Motor:**
   a. Coordination of both gross and fine muscular movements, equilibrium, and the functional use of the sense of vision and somatic sensation.
b. The ability to execute movements required to provide general care to patients.

c. Sufficient motor function to elicit information from patients by palpation, auscultation, percussion, and other diagnostic maneuvers; and the ability to determine depth and intensity of manual pressure and force.

4. Intellectual-Conceptual, Integrative and Qualitative Abilities:

a. Sufficient intellectual abilities, including but not limited to measurement, calculation, reasoning, analysis, and synthesis. Problem-solving, a critical skill demanded of health care professionals, requires all of these intellectual abilities.

b. The ability to comprehend three-dimensional relationships and understand the spatial relationships of structures.

5. Behavioral and Social Attributes:

a. The psychological and emotional well-being required for the full use of his/her intellectual abilities; the exercise of good judgment; sound reasoning; maintenance of personal hygiene; the prompt and safe completion of all responsibilities; and the development of mature, sensitive, and effective relationships with patients and colleagues.

b. The ability to tolerate taxing workloads, to function effectively under stress, to adapt to changing environments, to display flexibility, and to learn to function in the face of uncertainties and stressful situations.

c. Personal qualities such as compassion, empathy, integrity, concern for others, mature interpersonal skills, interest, and self-motivation.

d. The willingness and the ability to maintain the safety and well-being of himself/herself and others without posing a threat.


Transfer Applicants

In addition to meeting NYCC’s current entrance requirements, transfer applicants must have met the NYCC entrance requirements in force at the time they enrolled at the health-profession institution from which transfer is sought. Evidence of proficiency in the subject matter will be required for course work from professional schools in countries that do not have accreditation systems equivalent to that of the United States. Course work to be transferred must have been completed within five years of the transfer date. Exceptions may be made for candidates holding a first professional degree or an academic graduate degree in a related discipline from an accredited institution.

To be considered for transfer credit, a course must be equivalent in content and credit hours to the NYCC course for which credit is sought. The student must have earned a grade of “C” or higher, and not have used the course to meet entrance requirements. Basic-science academic courses must have been taken at the professional or graduate level. A student cannot transfer any more than 50 percent of course work in a program and must have earned not less than the final 25% of the total credits from NYCC.

Transfer applicants must complete all application procedures and must furnish official transcripts of graduate or professional schools attended. They must obtain and complete an application for transfer credit and wait for an evaluation. An offer of transfer credit, if accepted by the candidate, is not subject to further negotiation after transfer to NYCC. In consultation with appropriate department heads and faculty, the appropriate academic dean or director may grant transfer credit under exceptional or unusual circumstances that vary from the parameters defined above.

International Applicants

NYCC welcomes applications from international candidates. Applicants who are not U.S. citizens must meet the same entrance requirements as U.S. citizens, or be qualified via a CCE-recognized, non-U.S. equivalency program. International candidates must complete the
same application procedures as all others, and must additionally provide the following:

1. evidence of the ability to read, write and speak English at a level of mastery on the Test of English as Foreign Language (TOEFL);

2. a comprehensive evaluation of educational credentials by an appropriate agency such as World Education Services (WES), International Education Resource Foundation (IERF), etc.;

3. certified English translation of educational credentials;

4. an Ability-to-Pay statement.

PRE-CHIROPRACTIC PROGRAMS

Baccalaureate Degree Offered in Conjunction With Other Institutions

NYCC has established a “3+1” program leading to the completion of a BA or BS degree and the DC degree in one year less than normally would be required to complete each degree individually. Such programs are established under agreement with the following institutions:

<table>
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<th>INSTITUTION/LOCATION</th>
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<tr>
<td>Assumption College</td>
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<td>Neumann College</td>
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Other Pre-Chiropractic Articulation Programs

In addition to the “3+1” programs described above, New York Chiropractic College maintains articulation agreements with selected institutions, leading to the assurance of admission to NYCC for students completing baccalaureate programs with a specified GPA and meeting all other admission criteria. These programs are designed to provide the exact preparation needed by students planning to enroll at NYCC. Please contact the NYCC Admissions Office for additional information about these programs.

SUNY at Buffalo
Buffalo, NY

West Chester University
West Chester, PA

Duration of the Doctoral Program

The curriculum leading to the Doctor of Chiropractic (DC) degree requires a minimum of 10 trimesters of 15 weeks (three years, four months) of full-time resident study, including the clinical internship. This is the equivalent of five academic years; those students who want or need to complete the program over a period longer than this minimum may do so under the guidance of the Dean of Chiropractic Education. To be awarded the DC degree, it is mandatory that degree requirements be completed within seven calendar years of original matriculation.
## DOCTOR OF CHIROPRACTIC

### SUMMARY OF COURSE HOURS

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<td>Microbiology and Public Health</td>
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<td>Diagnosis</td>
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<td>Business &amp; Practice Management</td>
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<tr>
<td>Clinical Experience and Outpatient Services</td>
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Total Core Hours: 4,560

Elective Courses: 135

Total Core Hours & Elective Course Hours: 4,695
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| **Second Trimester** |                                             |               |           |               |               |
| ANA 6204  | Gross Anatomy II                           | 3             | 4         | 105           | 5             |
| ANA 6205  | Neuroscience II                            | 4             | 2         | 90            | 5             |
| BCH 6203  | Biochemistry of Nutrition & Metabolism     | 2             | 0         | 30            | 2             |
| PHL 6203  | Issues in Chiropractic Research            | 1             | 0         | 15            | 1             |
| RAD 6203  | Spinal Radiology                           | 0             | 1         | 15            | .5            |
| PHY 6203  | Systems Physiology                         | 5             | 0         | 75            | 5             |
| TCH 6203  | Chiropractic Technique III: Spinal Assessment and Introduction to Techniques | 2         | 4         | 90            | 4             |
| **TOTAL** |                                            | 17            | 11        | 420           | 22.5          |

| **Third Trimester** |                                             |               |           |               |               |
| ANA 6304  | Gross Anatomy III                          | 3             | 4         | 105           | 5             |
| AST 6304  | Basic Human Nutrition I                    | 2             | 0         | 30            | 2             |
| MPH 6301  | Clinical Microbiology                      | 3             | 2         | 75            | 4             |
| PHY 6302  | Principles of Physiopathology              | 4             | 2         | 90            | 5             |
| PHL 6304  | Chiropractic and Philosophy                | 2             | 0         | 30            | 2             |
| RAD 6304  | Extremities Radiology                      | 0             | 1         | 15            | .5            |
| TCH 6305  | Extremities Technique I                    | 1             | 2         | 45            | 2             |
| TCH 6304  | Chiropractic Technique IV                  | 2             | 4         | 90            | 4             |
| **TOTAL** |                                            | 17            | 15        | 480           | 24.5          |

<p>| <strong>Fourth Trimester</strong> |                                             |               |           |               |               |
| AST 6501  | Emergency Procedures                       | 1             | 0         | 15            | 1             |
| DIA 6403  | Patient Assessment Methods I               | 3             | 4         | 105           | 5             |
| MPH 6404  | Public Health &amp; Wellness                   | 4             | 0         | 60            | 4             |
| PHL 6405  | Chiropractic Theories                      | 3             | 0         | 45            | 3             |
| PHY 6404  | Musculoskeletal Physiopathology            | 4             | 2         | 90            | 5             |
| PHY 6405  | Visceral Pathology                         | 3             | 2         | 75            | 4             |
| TCH 6407  | Chiropractic Technique V                   | 2             | 4         | 90            | 4             |
| TCH 6406  | Extremities Technique II                   | 1             | 2         | 45            | 2             |
| <strong>TOTAL</strong> |                                            | 21            | 14        | 525           | 28            |</p>
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<th>Contact Hours</th>
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COURSE DESCRIPTIONS

ANATOMY (585 Hours)

ANA 6102  Cell and Tissue Biology
90 hours, 5 credits
A lecture and laboratory course that gives the student an essential understanding of the structure and functions of human body tissues, organs and systems. Focus is on the fundamental characteristics of the mammalian cell. The student will gain an appreciation of cellular structure and function, cell specialization, and the contribution of cells to the maintenance of homeostasis. Where appropriate, correlations with gross anatomy, physiology, biochemistry, pathology and chiropractic are included.

ANA 6105  Gross Anatomy I
105 hours, 5 credits
An integrated sequence of courses covering the gross anatomy of the human body, with a heavy emphasis on functional neuromusculoskeletal anatomy of the limbs and trunk, including osteology, arthrology, muscle action, innervation and blood supply. The sequence also includes a thorough examination of the visceral contents of the head and neck, thorax, abdomen, pelvis and perineum, with particular reference to clinical relevancy of portal-of-entry physicians.

ANA 6204  Gross Anatomy II
105 hours, 5 credits
This course represents the second part of an integrated sequence covering the gross anatomy of the human body, with heavy emphasis on functional neuromusculoskeletal anatomy. The functional anatomy of the appendicular and axial skeletons is emphasized, including muscle attachments, actions, innervations, blood supply and arthrology. The sequence also includes a comprehensive examination of the visceral contents of the head and neck, thorax, abdomen, pelvis and perineum, with particular reference to clinical relevancy to portal-of-entry physicians.

ANA 6304  Gross Anatomy III
105 hours, 5 credits
Prerequisite: ANA 6105
A lecture and laboratory course focusing on the detailed study of abdomen, head and neck. Some of the disease processes involving these structures are discussed in the lecture component of the course. Laboratory parallels the lecture portion with emphasis on the dissection of these structures. This will enable the students to interpret the normal and the abnormal findings of these regions in clinical settings.

ANA 6104  Neuroscience I
90 hours, 5 credits
A multidisciplinary approach to neuroscience that integrates relevant topics in anatomy and physiology. Lectures will be supplemented by laboratory exercises in neuroanatomy and neurophysiology, with an emphasis on clinical correlation and an introduction to the use of case studies. The neuroanatomical and neurophysiological basis of chiropractic practice will also be explored.

ANA 6205  Neuroscience II
90 hours, 5 credits
Prerequisite: ANA 6104
A continued multidisciplinary approach, integrating relevant topics in neuroanatomy and physiology with more extensive coverage of neurological diagnosis. Lectures will continue to be supplemented by lab exercises in neuroanatomy and neurophysiology, again with an emphasis on clinical correlation. Numerous case studies will be examined in both lecture and laboratory. The neuroanatomical and neurophysiological basis of chiropractic practice will also be explored.

BIOCHEMISTRY (75 Hours)

BCH 6101  Principles of Biochemistry
45 hours, 3 credits
A lecture course introducing the basic chemical components found in the diet and/or utilized by the body. The structure and major biochemical functions of
carbohydrates, lipids, nucleic acids, proteins, hormones and vitamins are explored. The study of enzymes, including digestive enzymes, will be introduced.

**BCH 6203**
30 hours, 2 credits
Biochemistry of Nutrition and Metabolism
Prerequisite: BCH 6101

A lecture course involving the study of the major biochemical pathways involving carbohydrates, lipids, amino acids, and nucleic acids. The relationship of these mechanisms to nutrition and to the health of the human body is stressed. Nutritional deficiencies and the resulting clinical consequences are introduced.

**PHYSIOPATHOLOGY (330 Hours)**

**PHY 6203**
75 hours, 5 credits
Systems Physiology

A lecture course that examines the function of the cell as well as the nervous, muscular, cardiovascular, respiratory, renal, digestive, endocrine and reproductive systems. The control of each of these physiological systems is discussed and analyzed, with an emphasis on clinical ramifications.

**PHY 6302**
90 hours, 5 credits
Principles of Physiopathology
Prerequisite: PHY 6203

A lecture and laboratory course that gives the student a basic understanding of physiology at the cell and tissue level and provides an introduction to pathology and the process of disease through the application of physiologic principles. Adaptive responses of cells and tissues, cell injury and death, neoplasia, immune response, inflammation and repair, genetic disorders, and fluid and hematological disorders are explored using a problem-solving format.

**PHY 6404**
90 hours, 5 credits
Musculoskeletal Physiopathology
Prerequisite: PHY 6302

A lecture and laboratory course that provides for the study of normal physiology and pathology of bone, joint, muscle and endocrine systems. This will lead the student to a practical understanding of normal function, dysfunction and disease. Laboratory exercises focus on histologic, physiologic, pathologic, radiographic and clinical presentations. Through correlating lecture material and the laboratory experience, the student will be expected to develop a practical knowledge of the musculoskeletal (MS) system.

**PHY 6405**
75 hours, 4 credits
Visceral Pathology
Prerequisite: PHY 6302

A lecture and laboratory course in which the student will develop comprehensive knowledge of disease processes, their causes and their clinical effects. Structural abnormalities of the cells and tissues at the gross and microscopic levels will be stressed.

**MICROBIOLOGY AND PUBLIC HEALTH (135 Hours)**

**MPH 6301**
75 hours, 4 credits
Clinical Microbiology

A lecture and laboratory course that focuses on the structure, biochemistry and genetics of organisms associated with human infectious disease. Modes of transmission, epidemiology, mechanisms of specific and nonspecific host resistance, methods of disinfection and prevention are emphasized.

**MPH 6404**
60 hours, 4 credits
Public Health and Wellness

This course is an overview of current health topics and information as described in Healthy People 2020 and how personal responsibility and lifestyle play a role in the health and wellness of a person (patient) and therefore in the health of the community. This course will discuss the basic principles and perspectives involved in disease prevention (both acute and chronic) and promotion of healthy activities, lifestyles and behavior, and the role of the doctor of chiropractic in this promotion of health and wellness.

Topics will include, but not be limited to: physical exercise; overweight, obesity and nutrition; tobacco use;
substance abuse; acute and chronic disease; sexual responsibility and STIs including AIDS; environmental quality (food safety, clean potable water, sewage treatment, and air pollution). Emphasis will be on how the chiropractor can relate to these topics. There will be a discussion of government agencies involved in community health.

**DIAGNOSIS (540 Hours)**

**DIA 6403**  
Patient Assessment Methods I  
A course designed to introduce the chiropractic student to the components and techniques of history taking, the development of a differential diagnosis list, the complete neurological evaluation of central and peripheral neural structures, and the comprehensive orthopedic and vascular evaluations of the spine and extremities. All course topics are integrated by chief complaint and history taking.

**DIA 6502**  
Patient Assessment Methods II  
**Prerequisite:** DIA 6403

A lecture and laboratory course in which the student further refines case history-taking skills and develops examination skills of the integumentary, respiratory, cardiovascular, gastrointestinal, genitourinary and endocrine systems. Normal findings as well as common abnormal findings will be presented and discussed.

**DIA 6606**  
General Diagnosis  
**Prerequisites:** DIA 6403, DIA 6502, RAD 6504

A lecture course focusing on common chief complaints which may present to the chiropractors office for an initial diagnosis. Emphasis will be placed upon the details and practical application of history taking, patient interaction, formulating a differential diagnosis, selecting appropriate diagnostic examination procedure(s) and interpreting collective data to formulate a final diagnosis for the patient. Appropriate treatment and co-management plans will be mentioned.

**DIA 6605**  
Correlative Patient Assessment  
**Prerequisites:** DIA 6403, DIA 6502

A laboratory course focusing on organizing a strategy to evaluate and diagnose various patient complaints which may present to the chiropractors office for an initial diagnosis. Emphasis will be placed upon the details and practical application of history taking, patient interaction, formulating a differential diagnosis, selecting appropriate diagnostic examination procedure(s) and interpreting collective data to formulate a final diagnosis for the patient. Appropriate action steps such as treatment and co-management plans will be mentioned.

**TCH 6604**  
Flexion Distraction Technique  
**Prerequisites:** DIA 6403, TCH 6508  
**Corequisites:** ATP 6603, ATP 6604

A technique lecture and lab course that covers the epidemiology, biomechanics, diagnosis, treatment and management of conditions affecting the lumbar and cervical spine. Strong emphasis will be placed on assessment and treatment utilizing flexion distraction.

**TCH 6615**  
Evidenced Based Clinical Case Management  
**Prerequisites:** ATP 6603, ATP 6604, DIA 6605

This is an integrative course that covers the management of conditions common to chiropractic practice. The course will utilize “best practice” guidelines based on current literature. This course will cover assessment of patient condition/diagnosis. It will cover treatment plans, which include frequency and duration of care, outcome assessment tools, reassessment, chiropractic technique(s), soft tissue manipulation, modalities and special testing. Treatment plans will include appropriate imaging algorithms and referral algorithms. These treatment plans will utilize the Educational and Patient Care Protocols for the New York Chiropractic College Health Centers and review current studies which evaluate treatment methods.
TCH 6706  60 hours, 3 credits
Diagnosis and Management of Extremities Conditions
Prerequisites:  TCH 6305, ATP 6604, DIA 6403

An integrative diagnosis and technique lecture and laboratory course that emphasizes the assessment, treatment and management of extraspinal disorders.

DIA 6708  60 hours, 4 credits
Human Developmental Diagnosis

A didactic lecture course focusing on surveying normal and abnormal development of the human throughout life. Major topic areas are obstetrics, pediatrics and geriatrics. Common physical problems and disorders of conception, pregnancy, infancy, childhood, and the geriatric patient are discussed with emphasis on recognizing those disorders necessitating referral or comanagement and where chiropractic care of the individual is applicable. A two-hour presentation on child abuse is included.

DIAGNOSTIC IMAGING (270 Hours)

RAD 6203  15 hours, .5 credit
Spinal Radiology

A laboratory course with focus upon plain film radiography of the spine and pelvis. The course emphasizes normal anatomy, common congenital anomalies, variants of normal and mensuration procedures of the spine and pelvis.

RAD 6304  15 hours, .5 credit
Extremities Radiology
Prerequisites:  RAD 6203, ANA 6204

A laboratory course with focus upon plain film radiography of the upper and lower extremities. The course emphasizes normal anatomy, common congenital anomalies, variants of normal, and mensuration procedures of the extremities.

RAD 6504  120 hours, 6 credits
Bone and Joint Imaging
Corequisite:  DIA 6502

A lecture and laboratory course focusing upon the recognition, interpretation and reporting of normal and pathological changes revealed by radiography methods. The main areas of pathology include neoplastic, inflammatory, metabolic, arthritic and traumatic changes in the tissues of the skeleton and articulations. Correlation with CT, MR and other specialized diagnostic-imaging methods is also introduced in this course.

RAD 6608  30 Hours, 2 credits
Principles of Diagnostic Imaging
Corequisite:  RAD 6610

This lecture course addresses the principles of X-ray production and their effects. The radiation protection principle of issuing ionizing radiation “as little as reasonably achievable” (ALARA) is emphasized. The course concentrates on the best available techniques for achieving desirable radiographs with minimal radiation to the patient.

RAD 6610  30 hours, 1 credit
Radiographic Examination
Corequisite:  RAD 6608

A laboratory course in radiological positioning procedures. Emphasis will be placed upon preparing the student to obtain diagnostic quality plain film radiographs of the spine and extremities. Proper operation of radiographic equipment, patient positioning, as well as operator and patient radiation protection will be emphasized.

RAD 6705  60 hours, 3 credits
Advanced Imaging

A didactic and laboratory course designed to introduce the student to advanced diagnostic procedures related to the practice of chiropractic. The course is divided into two sections: (1) Imaging Protocols and Advanced
Imaging, focusing on spinal topics that include MRI, CT, Myelography, Nuclear medicine, SPECT, and PET;
(2) Diagnostic Imaging of pathologic conditions of the abdomen and chest.

**CLINICAL LABORATORY (75 Hours)**

**DIA 6508**  75 hours, 4 credits
Clinical Laboratory Diagnosis

A lecture and laboratory course that focuses on the pathophysiologic basis and clinical interpretation of diagnostic laboratory tests. Emphasis is placed upon the clinical presentation and relevant laboratory findings in order to establish a differential or definitive diagnosis. Routine lab testing – including urinalysis, CBC, blood chemistries, serology, and immunology – will be presented. Special laboratory procedures and new laboratory methodologies will also be introduced. Venipuncture technique will be presented in the laboratory portion.

**ASSOCIATED STUDIES (150 Hours)**

**AST 6501**  15 hours, 1 credit
Emergency Procedures

Training in first aid is given in lecture, demonstration and practical exercises. CPR, treatment of open wounds, fractures, dislocations, hemorrhages, shock, heat exhaustion, poisoning, drowning, electrical burns, seizures, etc., are covered.

**AST 6304**  30 hours, 2 credits
Basic Human Nutrition I
Prerequisite:  BCH 6203

This lecture course deals with the study of food sources of basic nutrients for human life. The digestion and metabolism of carbohydrates, lipids and proteins, as well as the intermediary metabolism, will be reviewed. Emphasis is placed on the role and requirements of minerals, vitamins and common herbs in human nutrition. Health effects of sugars, lipids and proteins will be discussed.

**AST 6504**  15 hours, 1 credit
Basic Human Nutrition II
Prerequisite:  AST 6304

This lecture course deals with nutrition and weight control; causes and treatment of obesity; eating disorders – Anorexia Nervosa and Bulimia Nervosa; vitamin interactions, deficiencies and toxicity; mineral deficiencies and toxicities; nutrition during infancy, childhood, adolescence, and nutrient needs of older adults; nutrition during lactation, and malnutrition and pregnancy; and nutrition and metabolic responses during severe stress.

**AST 6705**  30 hours, 2 credits
Clinical Nutrition
Prerequisite:  AST 6504

This lecture course deals with life, diet and disease. Topics to be discussed include: normal nutrition, vegetarian diets, and vitamin supplementation; disorders of nutrition; hyperlipidemia and coronary artery disease, hypertension, diet and cancer; osteoporosis, and nutritional anemias; prevalence and types of malnutrition; nutritional support of special medical problems – in renal failure, liver disease, and pulmonary disease; presentation of case studies; obesity, hyperlipidemia and diabetes, alcohol abuse and nutrient deficiencies; dietary management of gout, malabsorption syndrome, and protein-calories malnutrition.

**AST 6802**  30 hours, 2 credits
Clinical Psychology

Clinical psychology in general practice, general concepts, psychological assessment, mental/emotional disorders, including standardized diagnostic criteria and behavioral management strategies will be covered. This course will focus on a biological and psychosocial perspective on human behavior and its application in clinical practice.

**AST 6806**  30 hours, 2 credits
Concepts in Pharmacology

An introductory lecture series presenting basic principles of clinical pharmacology. The course is designed to familiarize the student with the most commonly used
pharmaceuticals, their actions, indications, contraindications, side effects and adverse effects as well as the chiropractic implications of same.

**Chiropractic Philosophy (195 Hours)**

**PHL 6101**  30 hours, 2 credits  
**Chiropractic Philosophy & History**

A lecture course in which the history of chiropractic is traced from its origins to the present day. The basic concepts of chiropractic philosophy as they were originally formulated and as they have evolved to present-day scientific thinking are discussed.

**PHL 6105**  15 hours, 1 credit  
**Reflections on Chiropractic**

A course for students entering the Doctor of Chiropractic degree program to assist in the orientation of resources and expectations at New York Chiropractic College. This course will assist students in identifying the trends of the profession and their individual goals.

**PHL 6203**  15 hours, 1 credit  
**Issues in Chiropractic Research**

This course will provide chiropractic students with the basic knowledge and skills necessary to be an educated consumer of the professional literature. It will enhance the student’s understanding of evidence-based practice and the value of research to the practicing chiropractor and to the chiropractic profession.

**PHL 6304**  30 hours, 2 credits  
**Chiropractic and Philosophy**

This is a lecture and discussion course in which the student is introduced to various components of academic philosophy in light of both historical chiropractic philosophy and modern philosophical discourse. The subject matter applies to philosophical issues within the profession as well as in the scientific community and the public square. Emphasis is placed on logic, ethics, philosophy of science, and the relationship between science and metaphysics. The primary goal is to equip students to examine their worldviews and grasp the implications of their choices about a variety of ethical and metaphysical issues in chiropractic.

**PHL 6405**  45 hours, 3 credits  
**Chiropractic Theories**

This course combines chiropractic and academic philosophy with current scientific thought and clinical research about the reasons for the benefits and successes of the chiropractic profession and paradigm. Various theories about chiropractic subluxations are surveyed for specific subluxation hypotheses as well as the scientific evidence supporting these claims. Also surveyed are the purported etiologies of subluxations, as well as possible mechanisms to explain why chiropractic adjusting/manipulation succeeds in improving health and well-being.

**PHL 6605**  30 hours, 2 credits  
**The Scientific Basis for Chiropractic Care**

The Scientific Basis for Chiropractic Care is a capstone course that will integrate and expand on the knowledge and skills acquired in previous principles courses. The scientific basis for a patient-centered and scientifically based chiropractic philosophy will be presented. The course material represents the current peer-reviewed literature in multiple scientific fields establishing the basis of the subluxation and for chiropractic care of the symptomatic and asymptomatic patient.

**PHL 6607**  30 hours, 2 credits  
**Patient Education**

Developing excellent communication skills is important for giving high-quality patient care and building a prosperous practice, and vital in risk-management strategies. The goal of this course is to help students to build a successful, efficient and ethical patient-centered practice based upon effective communications between the doctor and patient.
CHIROPRACTIC TECHNIQUE (615 HOURS)

TCH 6101  30 hours, 1 credit
Chiropractic Technique I: Psychomotor Skills
An introductory laboratory course in which the student begins to develop those psychomotor skills necessary for proper stance, palpation, speed and dexterity necessary for delivery of the chiropractic adjustment. Biomechanics and specific psychomotor techniques as they relate to both the doctor and the patient are introduced and assessed.

TCH 6102  30 hours, 1 credit
Chiropractic Technique II: Introduction to Palpation
Corequisite:  ANA 6105
Introduction to palpation is a laboratory course designed to introduce the student to the basics of palpation. The location and identification of the bony structures of the vertebral column, the pelvis, and the superficial musculature of the back and neck are emphasized. The concepts of layer palpation and postural evaluation are introduced. The student will also be introduced to topographical extremity palpation. The information received in this course will lay the foundation for all techniques the student of chiropractic will learn.

TCH 6203  90 hours, 4 credits
Chiropractic Technique III: Spinal Assessment and Introduction to Techniques
Prerequisites:  TCH 6101, TCH 6102, ANA 6105
Corequisite:  RAD 6203
A lecture and laboratory course that integrates spinal biomechanics, assessment and basic chiropractic adjusting skills. Emphasis is placed on static and motion palpation, developing tissue sense, psychomotor skills, and basic spinal and pelvic adjustive techniques. Contraindications to spinal adjustments and screening tests are discussed, demonstrated and practiced.

TCH 6304  90 hours, 4 credits
Chiropractic Technique IV
Prerequisite:  TCH 6203
A lecture and laboratory course that focuses on chiropractic assessment and adjustment of the axial skeleton. Essential biomechanics and functional anatomy are reviewed and principles of adjustive techniques discussed. Patient assessment skills include history, range of motion, palpation, postural and gait analysis, and soft tissue considerations. Continued emphasis is placed on tissue sense, psychomotor skills, and basic spinal and pelvic adjustive techniques. Soft-tissue diagnosis and treatment is also introduced.

TCH 6305  45 hours, 2 credits
Extremities Technique I
Prerequisites:  ANA 6204, TCH 6203
Corequisite:  RAD 6304
A lecture and laboratory course focusing on the clinical anatomy, biomechanics, assessment and treatment of the lower extremities. Emphasis will be placed on mechanical diagnosis, which will include history, range of motion, palpation, postural and gait analysis, and soft-tissue considerations. Tissue sense will be developed and delivery skills and adjustive techniques practiced.

TCH 6406  45 hours, 2 credits
Extremities Technique II
Prerequisite:  TCH 6305
A lecture and laboratory course focusing on biomechanics, assessment and treatment of the upper extremities. Emphasis will be placed on mechanical diagnosis which will include history, range of motion, palpation, postural and gait analysis and soft tissue considerations. Tissue sense will be developed and delivery skills and adjustive techniques practiced.
TCH 6407  90 hours, 4 credits
Chiropractic Technique V
Prerequisites:  TCH 6304, ANA 6204

A lecture and laboratory course that continues to emphasize chiropractic assessment and treatment skills. Focus is on the axial skeleton with an introduction of the appendicular skeleton and the closed kinematic chain. Essential biomechanics, functional anatomy and adjustable technique principles are reviewed. Patient assessment skills include history, range of motion, palpation, postural and gait analysis and soft tissue considerations. While emphasis continues on developing tissue sense, delivery skills, basic adjustive technique, and intermediate adjustable techniques are introduced and practiced. Mechanical diagnosis, management and treatment considerations for common neuromusculoskeletal conditions is introduced.

TCH 6508  90 hours, 4 credits
Chiropractic Technique VI
Prerequisite:  TCH 6407

A lecture and laboratory course with continuing emphasis on chiropractic assessment and treatment skills. Focus is on the axial skeleton, particularly the cervical spine, with appendicular spine correlation. Essential biomechanics, functional anatomy and adjustable technique principles are reviewed. Emphasis continues on developing tissue sense, delivery skills, and basic and intermediate adjustable techniques; in addition advanced adjustable techniques are introduced and practiced. Diagnosis and practical management considerations for common neuromusculoskeletal conditions related to the cervical spine are discussed. The relative efficacy and safety of commonly used clinical treatments for various cervical spine disorders is discussed in detail. Students are introduced to clinical reasoning skills that will assist in identifying contraindications for conservative management of spine-related conditions.

TCH 6509  60 hours, 3 credits
Soft Tissue Techniques
Prerequisite:  TCH 6304

A lecture and laboratory course that begins to address the role of soft-tissue in practice. Tissues studied include: skin, fascia, muscle and tendon, and ligament and joint capsule. Assessment and various approaches to treatment will be discussed. In laboratory, palpation skills will be enhanced, and selected treatment procedures practiced.

TCH 6512  15 hours, 1 credit
Postural Assessment
Prerequisites:  ANA 6204, TCH 6305, TCH 6304

Basic principles and concepts of posture and dynamic stabilization in chiropractic diagnosis, treatment, rehabilitation and patient education are expanded upon. Skills in muscle-length assessment, movement-pattern assessment, and chiropractic manual diagnosis are practiced and correlated. Clinical presentations of painful conditions common to chiropractic practice are discussed, as well as conditions affecting the functioning of the neuromusculoskeletal system as a whole.

TCH 6708  30 hours, 1 credit
Contemporary Concepts in Chiropractic
Prerequisites:  TCH 6406, TCH 6508, TCH 6604

This core laboratory course will focus on allowing students to continue to review, practice and refine previously studied techniques, as well as on presenting an alternative model of the subluxation (or chiropractic manipulate lesion) in the application of some of those procedures.

ANCILLARY THERAPEUTIC PROCEDURES (90 Hours)

ATP 6603  45 hours, 2 credits
Passive Care

This course provides a description of various modalities commonly found in practice that are used for pain control, edema reduction, enhanced healing, muscle spasm reduction and muscle strengthening. Lecture material will cover physiologic effects, indications, contraindications and proper techniques for using the covered modalities while laboratory time will provide the opportunity to practice the application of the modalities for a variety of conditions to different areas of the body. The National Board exam in Physiotherapy will also be discussed.
ATP 6604  45 hours, 2 credits
Active Care

A lecture and lab course focusing on active care for the patient, ranging from the use of splints and supports to exercise qualification, indications, and prescription. Emphasis placed on patient assessment and individual application of appropriate active-based therapeutic measures, as well as patient education and home care program prescription.

**CLINICAL EXPERIENCE AND OUTPATIENT SERVICES (1305 Hours)**

CLS 6701  105 hours, 4 credits
Introduction to Clinical Services
Prerequisite:  Must have completed all course work through the sixth trimester.

In this lecture and practical course, students are introduced to the procedures, protocols and requirements of the campus and outpatient-care facilities. Students begin the process of active patient care by evaluating and providing services to fellow students under supervision of the clinical faculty. Case-history taking, physical, radiological and laboratory examination, and diagnosis and development of a patient-management plan are stressed.

CLS 6804  330 hours, 12 credits
Clinical Service Phase I
Prerequisite:  Must have completed all course work through the seventh trimester.

Under close supervision and guidance of licensed faculty clinicians, interns are engaged in the various aspects of clinical practice, including the evaluation and management of health center patients. As interns achieve quantitative procedural requirements, the faculty provides qualitative evaluation and feedback regarding developing competencies. The practical aspects of patient care are supplemented by a variety of presentations and exercises intended to enhance and reinforce clinical knowledge and skills.

CLS 6904  450 hours, 16 credits
Clinical Service Phase II
Prerequisite:  CLS 6804

Interns continue to be progressively engaged by clinical faculty members in the various aspects of clinical practice while receiving periodic qualitative evaluation and feedback regarding their development of required clinical competencies. The practical experiences of patient interactions are supplemented by presentations and exercises intended to enhance and reinforce clinical knowledge and skills.

CLS 7006  420 hours, 15 credits
Clinical Service Phase III
Prerequisite:  CLS 6904

Interns continue to be engaged by faculty clinicians in the various aspects of clinical practice while completing their quantitative and qualitative clinical graduation requirements. Practical aspects of patient care experiences are supplemented by presentations and exercises intended to assist students’ transition to the field.

**BUSINESS AND PRACTICE MANAGEMENT (195 Hours)**

BPM 6630  30 hours, 2 credits
Practice Management and the Law

A course designed to encourage the Doctor of Chiropractic student to prepare for his/her professional career. This course will expose the student to various topics related to Chiropractic practice issues, standards of care, practice guidelines and jurisprudence. Further, students will be exposed to career opportunities within Chiropractic and participate in community service.

BPM 6701  30 hours, 2 credits
Coding, Billing & Documentation for the Contemporary Chiropractic Practice

This course provides students with an in-depth understanding of the American Health Care System and strategies to successfully receive reimbursement for their professional services from third-party payers. Topics
covered include how to analyze the reimbursement environment before beginning a practice in a particular geographic area; how to accurately use diagnostic and procedure codes; how to efficiently document care in order to minimize legal liability and delays or denials of insurance claims; and how to create a rational fee schedule for a chiropractic practice. Teaching techniques include lecture and readings, and practical assignments that will allow students to gain first-hand experience in billing and coding that they will be able to apply immediately when they begin their chiropractic practices.

BPM 6702 30 hours, 2 credits
Business and Practice Management

This course is designed to be an interactive lecture which will guide the learner in synthesizing prior knowledge while proposing new concepts that will prepare, focus, and balance their vision as a chiropractic professional. The course will include an individual project, role playing, large and small group discussions designed to facilitate the learner’s assessment and management of their strengths and weaknesses.

BPM 6801 15 hours, .5 credit
Chiropractic Office Billing Essentials

This course is offered during 8th trimester to build upon the 7th trimester course Billing, Coding & Documentation. As an online course, activities have been developed to assist the student to become a credentialed provider upon graduation and to become familiar with office activities that typically are carried out by office staff.

BPM 6830 15 hours, 1 credit
Applied Ethics of Chiropractic

This course teaches the foundational principles of professionalism along with the ethics and virtues of chiropractic care. Students will demonstrate knowledge of setting and maintaining healthy boundaries with patients; strategies to prevent the financial and sexual abuse of patients and how to maintain a healthy work - leisure balance while avoiding burnout and other impairments to healthy practice.

BPM 6901 15 hours, .5 credit
Chiropractic Office Management Simulation

This course is offered during the ninth trimester as an online course. It builds upon the eight-trimester course-Chiropractic Office Billing Essentials. The student will be given an opportunity to utilize an electronic medical record system through use of the EMR system SmartCloud. While performing various jobs during the simulation, there is reinforcement of essential skills such as scheduling appointments, handling billing, reports and insurance claims. In addition, the student must exhibit the ability to research facts, think through priorities and analyze problems.

BPM 6902 30 hours, 2 credits
Getting Into Practice

This course focuses on topics related to getting started in chiropractic practice. The goal of the class is to expose the student to information that will be needed to make effective decisions about options for beginning a chiropractic career with the focus on topics related to starting a chiropractic practice. Information provided is intended to furnish students with a sound foundation for making appropriate choices and developing professional relationships in order to begin a successful career in the chiropractic field.

BPM 7007 30 hours, 2 credits
Marketing Strategies for Healthcare Professionals

A business course designed for students in the Doctor of Chiropractic degree program in which marketing methods will be presented and discussed. This course will assist students in identifying the marketing trends that are pertinent in the healthcare industry and how to implement these ideas. We will also use strategy and business planning concepts that will allow future practitioners to become entrepreneurs. As the healthcare market evolves it is necessary for the healthcare professional to understand the principles and applications of marketing in the healthcare environment. This will be a graduate level marketing class with a healthcare concentration.
ELECTIVE COURSE DESCRIPTIONS

The elective program is designed to be dynamic and responsive to changes within chiropractic education and healthcare. The scope and frequency of elective course offerings are dependent upon student interest and faculty expertise and availability.

ANA 6504  15 hours, 1 credit
Craniofacial Biology
Prerequisite:  Completion of the core basic sciences

This lecture course will review the basics of craniofacial growth and lay the foundations to understand common craniofacial malformations such as cleft lip and palate, craniosynostoses, and pharyngeal arch syndromes. Furthermore, growth and dysfunction of the temporomandibular (TMJ) joint and the inner ear will be explored. Chiropractic faculty will present three lectures, and they will discuss diagnosis and treatment aspects of craniofacial problems and cranial adjusting techniques.

ANA 6505  15 hours, 1 credit
Forensic Osteology

This course will provide an overview of the skeletal features that can be used to help identify victims of accidents and crimes in forensic cases when identification is not possible by other means. These methods include estimating age at death, sex, ethnic background, stature and even facial features. This information is critical for those interested in working with or as coroners and other law enforcement officials.

ANA 6514  15 hours, 1 credit
Advanced Arthrology and Bone Mechanics

This course is an advanced discussion of the joints of the human body and the mechanical properties of the tissues of the skeleton: bone, cartilage, tendons, and ligaments. The primary emphasis of the course will be the synovial joints of the axial and appendicular skeleton and the solid joints of the vertebral column (discs and ligaments). The course will be in a lecture format, with laboratory presentation of relevant prosected materials.

ANA 6520  15 hours, 1 credit
Mechanics and Pathomechanics in Craniofacial Complex

This course will review the biomechanics of skeletal muscle and cartilage. The process of mastication, vocalization and deglutition will be defined. Normal muscle function will be discussed (mechanics), followed by abnormal muscle function (pathomechanics) so that students can appreciate how pathomechanics interferes with the normal process of mastication, vocalization and deglutition.

ANA 6522  15 hours, 1 credit
Mechanics and Pathomechanics of the Pelvis and Lower Extremity

This course present functional anatomy (a discussion based upon kinesiology and moment arms) of the pelvis and lower extremity. Normal mechanics will be described for the pelvis and lower extremity within the context of the pelvic floor dysfunction, hip, knee, ankle, and foot. After normal mechanics are discussed, pathomechanics are examined for each ROM at a joint. Specific reference will be made to what happens at that joint when a particular muscle is weak or tight. The course will end with a discussion of the gait cycle and how it is altered by the pathomechanics presented earlier in the course.

ANA 6606  45 hours, 3 credits
Clinical Anatomy

This course is a review of gross anatomy coupled with clinical exposition on applied anatomical topics. The gross anatomy review will be coupled with various clinical conditions students are likely to encounter in their practice. The lecture portion will concentrate on describing common musculoskeletal conditions. The laboratory aspect will identify anatomical structures.

AST 6550  30 hours, 2 credits
Women’s Healthcare Issues

This course is designed to allow students to gain an understanding of the aspects of human biology and
healthcare that are uniquely female. The course material will include information on the role of healthcare in a woman’s life. Topics such as research funding for women’s health issues will be discussed. Basic information on female anatomy and physiology will be studied; however, the focus will be on issues of medicine and science relating to women. Major diseases that affect women – such as cardiovascular disease, osteoporosis, lung and breast cancer – will be studied. The role of scientific research and patient education will be explored. In addition, major diseases that are associated with each system of the body and most commonly occur in women will be studied. Issues surrounding the female sexual response, pregnancy and infertility will be explored. Mental health issues will also be studied.

AST 6556  30 hours, 2 credits
Preparation as a College Educator

This interactive course will explore the elements of how to prepare and deliver courses at the college level. The content will include adult education theories, current educational research and course design. Class discussion and projects will include practical and theoretical aspects of course design including: learning objectives and syllabus design; decisions in course content, preparation and delivery; assessment design, analysis and grading; and issues of instructional inclusiveness.

AST 6569  15 hours, 1 credit
Peer Mentor Training

A 1 credit blended course designed to provide the necessary training for a student becoming an Academic Peer Mentor. To enroll in this course, the student must be a member of or be eligible for admission into the Phi Chi Omega Honor Society. The training will provide the knowledge and skills needed to support the Academic Advisement process in a professional, ethical manner.

AST 6570  15 hours, 1 credit
Advanced Lower Extremity Movement Analysis & the Use of Orthoses

An active learning lecture course that discusses conditions and movement patterns, as well as the uses and benefits of orthosis used to support, align, and prevent deformities or to improve function. Emphasis will be on the articulations of the lower extremity and the effect on the pelvis and spine. Course formats will include lectures, active analysis of movement patterns, casting and scanning techniques for orthotics, comparisons between various types of orthopedic devices and demonstrations of proper usage. Both long and short term conditions will be considered.

AST 6572  15 hours, 1 credit
Instrumented Biomechanics and Gait Analysis

An engaging student-centered, hands-on course that details methods used in the investigation of movement pathology using commercially available tools to capture and analyze kinematic and kinetic parameters of human motion. Emphasis will be placed on the capture and analysis of normal and pathological gait, instrumented postural analysis, and reaching tasks. Specific student achievement goals include understanding the underlying principles of several motion-capture and force-capture techniques and the appropriate application of each technique. Students will then go on to learn general principles and methods for quantification, analysis, interpretation and classification of movement pathology.

AST 6605  45 hours, 3 credits
The Basics of Whole Food Nutrition

This is a lecture course focusing on the fundamentals of whole food nutrition and supplementation for various health conditions and overall optimal well-being. Special attention will be paid to implementing whole food nutrition in the health and regulation of all organ systems in the human body, including a review of major biochemical and physiological mechanisms. In addition, the students will also gain an understanding of the symptom survey, nutritional examinations and basic implementation of whole food nutrition into a healthcare practice.
DIA 6537  15 hours, 1 credit  
Clinical Pediatric Chiropractic Care

A lecture and discussion course – with some laboratory time – that presents concerns and problems affecting the pediatric population. The areas in which chiropractic can intervene will be thoroughly discussed, utilizing academic and clinical knowledge and examples. Topics covered will include, but are not limited to, anatomy and physiology of the neonate and young child, radiological considerations of the child, diagnostic laboratory tests and findings, and chiropractic techniques designed to deliver a safe chiropractic adjustment. Topics will be integrated in a case study format for half of the course. Students will gain a greater appreciation of pediatric diagnostic ability and corrective care.

DIA 6564  30 hours, 2 credits  
Survey of Complementary and Alternative Medicine Therapies

This is an online survey course designed to introduce students to complementary and alternative therapeutic approaches to healthcare. Major systems of healing will be addressed such as Traditional Chinese Medicine, Naturopathy, Homeopathy, Botanical medicine (East, West, Native American), and Tibetan medicine. Other systems of therapeutics such as somatic therapies, nutritional approaches to disease management, spiritual practices, hypnosis and meditation will also be introduced.

DIA 6565  15 hours, 1 credit  
Diabetology

This course is designed to enhance the students’ understanding of Diabetes Mellitus in detail including the nutritional management, medications used in Diabetes, drug interactions, metabolic control and metabolic emergencies in Diabetes.

DIA 6566  15 hours, 1 credit  
Tunnel Syndromes Diagnosis and Management

A lecture course designed to provide a comprehensive overview regarding the identification and treatment options for canal and tunnel syndromes and other neural and neurovascular entrapment syndromes. The course will provide examples of conditions from a clinical perspective, with emphasis on identifying causes and preventative strategies, chiropractic management and other approaches to management. Discussion of conditions will consist of topics ranging from anatomy, functional neurology, ergonomics and biomechanics, and some physiology. Examination strategies will include history taking, typical and special physical, neurological and orthopedic examination procedures, radiographic and special imaging studies, and some laboratory testing procedures. Management options include chiropractic adjusting and manipulative therapy, soft tissue treatments, ancillary treatments, physical therapy including strengthening and stretching, splints and supportive devices, and several medically oriented approaches. Additional discussion includes options for co-management of surgical and cases involving medical intervention.

DIA 6568  30 hours, 2 credits  
Ergonomics

A lecture course in which the student will learn to evaluate an environment and how that environment (typically a work environment) will impact a given person. Students will develop the ability to analyze a specific environment, evaluate required tasks of a given job description, and examine an employee for the purpose of developing a safety and/or prevention program. Classes will include lectures and practical exercises, with emphasis on integrating previously accumulated knowledge and skills with those developed in the course.

DIA 6653  15 hours, 1 credit  
Advanced Clinical Neurology

A lecture intended to improve the level of knowledge and diagnostic skills of the chiropractic student with respect to chiropractic applications of treatment, treatment protocols complementary to the spinal adjustment, nuances in examination procedures, and mechanisms of neurological activity. This will be accomplished by focusing on specific clinical topics and patient presentations, reviewing appropriate anatomy and neural mechanisms, and discussion of treatment protocols.
**DIR 7000**  
**Directed Study**  
15-120 hours, 1-8 credits  

Topic and credit hours to be mutually arranged between a representative of the College and the student. The course provides additional opportunities for students/interns outside the traditional lecture and lab settings. Educational and learning objectives will be jointly established between the student and the College. This course allows for participation in research, development of publishable works, independent studies, off-campus educational experiences, or other mutually agreed-upon studies. Directed study can be taken during any trimester in which electives are offered. Directed study may be performed either on campus or during an off-campus experience, such as concurrent with an externship. This course may be taken more than once to accommodate long-term projects or varied interests.

**RAD 6620**  
**Introduction to Neuroradiology**  
15 hours, 1 credit  

A lecture course exploring the imaging characteristics of common neurologic disorders of the central nervous system with an emphasis on the spinal cord. This course will present an overview of imaging indications, traumatic and vascular conditions, neoplasms, demyelinating conditions, congenital disorders, and neurocutaneous syndromes of the spinal cord and brain. Students will gain a greater understanding of the use of magnetic resonance imaging and computerized tomographic imaging techniques as it relates to the evaluation of neurological disorders seen in a chiropractic practice.

**RAD 6622**  
**Pediatric Radiology**  
15 hours, 1 credit  

A lecture course exploring the imaging characteristics of normal skeletal development and radiographic patterns of common musculoskeletal pathologies affecting the pediatric population. This course will focus on imaging indications, traumatic conditions, neoplasms, metabolic disorders, scoliosis, and heavy metal toxicity occurring in young patients. The course will also address the clinical and imaging indications for specialty referrals. Students will gain a greater understanding for the normal radiographic appearance of the immature skeleton and will develop the skills required to detect abnormal imaging manifestations.

**RAD 6621**  
**Advanced Cases in Chiropractic Imaging**  
15 hours, 1 credit  

A lecture course exploring the imaging characteristics of complex and unusual cases affecting the chiropractic patient population. This course will focus on the identification of imaging patterns and management of uncommon musculoskeletal and visceral pathologies including traumatic, neoplastic, metabolic, arthritic, dysplastic, infectious, and vascular conditions diagnosed in chiropractic patients. Students will gain a greater understanding of abnormal imaging patterns and will develop the skills required to manage difficult and unusual diagnostic imaging cases.

**TCH 6525**  
**Introduction to Sports Injury Management**  
30 hours, 2 credits  

The purpose of this course is to provide an introductory overview to sports medicine for the chiropractic student. Skill development will include on-field clinical decision making, first aid for sports injuries, taping and wrapping procedures, and rehabilitation/performance enhancement treatment planning. These skills will be integrated into the prevention, diagnosis, immediate management, and rehabilitation of commonly encountered injuries to include the spectrum of life-threatening to non-traumatic overuse conditions. The student will prepare to work as a member of the sports medicine team. Administrative and risk management aspects related to sports medicine/chiropractic will be reviewed.

**TCH 6530**  
**Activator Methods Chiropractic Technique**  
75 hours, 3 credits  

Activator Methods will expose students to Activator Methods Chiropractic Technique. Both the assessment methods and the use of the Activator instrument will be learned. The course will cover both the Basic Scan and the Advanced Techniques used to address specific chief complaints associated with the spine and the extremities commonly treated in clinical chiropractic practice.
TCH 6551  15 hours, 1 credit
Introduction to Applied Kinesiology

This is a survey course designed to provide an overview of the principles of Applied Kinesiology. Applied Kinesiology is a diagnostic system that uses the neuromusculoskeletal system to augment normal examination procedures. An Applied Kinesiology examination depends upon knowledge of functional neurology, anatomy, physiology, biomechanics and biochemistry and is combined with standard physical, neurological and orthopedic examination procedures, laboratory findings, X-rays and history taking.

TCH 6560  15 hours, 1 credit
Sacro Occipital Technique I

The student enters this course on the basis that they wish to become extremely proficient in the use of Sacro Occipital Technique. Basic principles of the SOT procedure are covered in detail. This is a practical course. The student will be able to practice the application of this procedure proficiently.

TCH 6565  30 hours, 1 credit
Yoga in a Chiropractic Setting

This elective course is designed to introduce chiropractic students to the basic precepts of traditional Hatha Yoga including its usefulness as a tool for general health and wellness, as well as some practical ways in which Yoga can be implemented in a chiropractic practice setting. The primary focus will be the use of Yoga postures for rehabilitation post-injury, and functional restoration of postural alignment due to muscle imbalance, repetitive use syndromes, handedness, etc.

TCH 6630  30 hours, 1 credit
ConnecTX Therapy

An introductory technique laboratory course that combines instrument-assisted connective tissue mobilization (IACTM) with a targeted exercise program to address connective tissue dysfunction. The technique utilizes the ConnecTX instrument which is uniquely designed to adapt to the various tissue/shapes/curves of the body to examine and treat a variety of neuromusculoskeletal conditions. ConnecTX therapy is a system of connective tissue assessment and treatment that allows the clinician to detect and treat soft tissue dysfunctions that produce pain, weakness and functional limitations for the patient. The instrument is designed to provide an adjunct to a clinician’s hands and developing good palpation and manual skills is crucial to the success of this technique. Hands on application with development of good anatomy palpation skills and manual skills using the instrument will be stressed as part of an overall rehabilitative program.

TCH 6660  15 hours, 1 credit
Sacro Occipital Technique II

An overview of the Category system of diagnostic indicators as developed by Dr. M.B. DeJarnette is presented. The diagnosis and treatment of Category 1, with its related distortions of the dura, and Category 3, the disc related category, are presented in detail. This is a hands on course designed to increase the students proficiency of osseous and soft tissue distortion correction.

TCH 6559  45 hours, 2 credits
Nimmo® I

The course will provide a comprehensive understanding of this soft tissue technique. Students will become familiar with the neurophysiology on which it was based. Participants will become skilled practitioners of this precise pressure point technique. The technique will be demonstrated in small increments and students will practice on each other under close supervision as they acquire the complex psychomotor skills necessary to locate and eliminate myofascial trigger points in all areas of the body.

TCH 6562  15 hours, 1 credit
Introduction to Gonstead Methods

The Gonstead elective course is designed to introduce the students to the chiropractic philosophy and methods developed and utilized by Dr. Clarence Gonstead. The elective will introduce the student to the following
assessment skills utilized in the Gonstead Method: use of motion palpation, static palpation, radiographic structural analysis, and the instrumentation to better identify the spinal subluxation will be emphasized. The course will instruct the student to properly set up the adjustments using the specific adjustive techniques developed by Dr. Gonstead, using the pelvic bench, the knee chest table, and the cervical chair. It will also aid the student in understanding the Gonstead listing system by providing more depth and clarity. This additional learning experience is offered to enhance their treatment and decision making skills in order to provide better clinical treatment to their patients.

TCH 6655 Nimmo® II
45 hours, 2 credits
Prerequisite: TCH 6559

The course will provide an opportunity for students to refine and enhance the skills they acquired in Nimmo® I. The neurophysiological concepts presented in the introductory course will be explored in greater depth. The major muscles covered in the introductory course will be reviewed. Emphasis will shift to the location and elimination of myofascial trigger points as they occur in all muscles of the extremities and TMJ. The advanced course will unfold in a manner similar to that used in Nimmo® I. The technique will be demonstrated in small increments and students will practice on one another under close, expert supervision. Detailed case studies will be presented from the instructor’s extensive patient base of professional athletes, dancers, and musicians. Case studies of patient complaints encountered by student interns will also be addressed in addition to developing a Nimmo® treatment plan.

TCH 6715 Technique Practice Lab II
30 hours, 1 credit

A laboratory course in which students meet to continue practicing their skills in spinal and extremity manipulation. In addition, students will be able to bring to class the problems they encounter in their experience as first trimester interns in the student health center and, with the help of senior technique faculty, work through their difficulties.

TCH 6805 15 hours, 1 credit
Sports & Human Performance

This course is to assist students wishing to pursue a career in the field of sports chiropractic and acts as a bridge course to the CCSP. In this course the students will further develop the appropriate clinical knowledge and communication skills related to treating the athletic population and the correlation to practice.

CLS 6720 Integrative Chiropractic Geriatrics
45 hours, 2 credits

Course work is designed to train our future chiropractic workforce in the nuances associated with geriatric patient care, including aspects of providing care in an integrative healthcare system. This course exposes the student to the field of geriatrics through course work that will include:

a. Lecture format;
b. Reading assignments in the form of textbook readings as well as journal articles;
c. Writing assignments designed to enhance your research skills.

REQUIREMENTS FOR GRADUATION

In order to be eligible for graduation from the DC program, candidates must meet the following criteria:

1. successful completion of a minimum of four academic years of resident study at an accredited institution granting a first professional degree, of which the last four trimesters must have been in residence at New York Chiropractic College;
2. successful completion of all required course work with a cumulative Grade Point Average of 2.00 or higher;
3. completion of a seminar in the identification and reporting of child abuse in accordance with standards specified by the New York State Education Department;
4. successful completion of all clinical internship requirements at the College’s outpatient health centers;

5. satisfactory completion of Outcome Assessment requirements;

6. timely application for the Doctor of Chiropractic degree;

7. fulfillment of all financial obligations to the College;

8. completion of the above requirements within seven calendar years following the date of original matriculation.

It is solely the responsibility of the degree candidate to comply with all requirements for the degree. The institution’s effort to monitor student progress toward graduation does not relieve the individual of primary responsibility in this matter.

Visit our website at www.nycc.edu for the most recent information regarding graduation rates.

EDUCATIONAL REQUIREMENTS FOR LICENSURE

Requirements for Licensure – United States

State laws require that all persons engaged in the practice of chiropractic must possess a Doctor of Chiropractic degree, pass an examination conducted by the state or a designated equivalent assessment process, and be licensed by the state licensing board. New York Chiropractic College makes every reasonable effort to qualify its students to sit for all state licensing examinations, but makes no assurances that any graduate will be qualified to take the licensing examination in any particular state or pass such examination.

State licensing laws and boards of examiners’ administrative rules and regulations experience periodic changes; therefore, each candidate desiring to pursue the professional program offered by the College is responsible to ascertain all information relative to his/her qualifications to practice in any jurisdiction that he/she selects. The board of trustees, officers and faculty cannot be held responsible in this regard. Detailed information regarding the licensure requirements of these and all other states is available in the Registrar’s office and Center for Career Development and Professional Success.

Preprofessional Requirements for Licensure

Several state chiropractic boards have preprofessional licensure requirements that are not included in NYCC’s minimum entrance requirement, such as a bachelor’s degree prior to chiropractic study. It is the applicant’s responsibility to ascertain and comply with the licensure requirements for any state in which licensure is desired. This information must be sought directly from state boards of chiropractic to ensure accuracy.

Applicants who desire detailed information relative to licensure in a particular state should contact that state’s board (individual state board addresses are available at the Center for Career Development and Professional Success), or the Federation of Chiropractic Licensing Boards (5401 W. 10th Street, Suite 101, Greeley, CO 80634).

Requirements for Licensure – Foreign Jurisdictions

Many foreign countries now have chiropractic licensure laws. Applicants or students who have interest in this area are advised to contact the chiropractic authorities of the country in which they wish to practice.

The National Board of Chiropractic Examiners

The National Board of Chiropractic Examiners was incorporated on June 19, 1963, for the purpose of conducting a chiropractic examination program at the national level as a service to the state boards of examiners, to the chiropractic colleges and their students, and to the graduate chiropractor. Information regarding preparing for chiropractic licensure can be found in the Student Guide.
Finger Lakes School of Acupuncture &
Oriental Medicine of NYCC

Degrees:  Master of Science in Acupuncture (MSA)
          Master of Science in Acupuncture and Oriental Medicine (MSAOM)
Dean:  Jason Wright, BS, MS, LAc

PURPOSE STATEMENT

Master of Science Program in Acupuncture (MSA)

The Acupuncture Master of Science degree program
provides a comprehensive professional education in
acupuncture and aspects of Oriental medicine that
prepares graduates to practice as independent healthcare
providers capable of practicing in multidisciplinary
healthcare settings.

Master of Science Program in Acupuncture and
Oriental Medicine (MSAOM)

The Acupuncture and Oriental Medicine Master of
Science degree program provides a comprehensive
professional education in acupuncture and Oriental
medicine that prepares graduates to practice as
independent healthcare providers capable of practicing in
multidisciplinary healthcare settings.

EDUCATIONAL OBJECTIVES

Graduates of the Acupuncture and Oriental Medicine
programs will:

1. be able to demonstrate comprehensive knowledge of
   traditional Oriental medical theory, and able to apply
   theory to clinical practice;

2. be able to use traditional Chinese medicine
   assessment and diagnostic techniques in order to
   develop treatment plans for patients with a diverse
   range of medical conditions, and help patients
   maintain and enhance wellness and vitality;

3. be able to utilize acupuncture, moxibustion and,
   where appropriate, Chinese herbal medicine as
   primary treatment modalities, as well as incorporate
   into practice elements of tuina, nutritional counseling,
   exercise and breathing techniques, and other related
   modalities;

4. demonstrate a fundamental knowledge of the
   historical and philosophical foundations of Oriental
   medicine, as well as the diversity of Oriental medical
   theories and clinical approaches;

5. be conversant with biomedical terminology,
   pharmacology, diagnostic procedures, and
   conventional treatment options in order to
   communicate effectively with patients and other
   healthcare practitioners, as well as make timely and
   appropriate referral for emergency conditions and
   conditions not readily treatable by Oriental medicine;

6. be able to practice integratively and collaboratively in
   a wide range of healthcare settings, including
   hospitals and multidisciplinary medical clinics, and to
   work safely and effectively with patients;

7. be able to describe basic scientific research
   methodology, and to demonstrate the ability to
   critically assess research literature in acupuncture and
   Oriental medicine;

8. be able to demonstrate knowledge of the ethical, legal
   and professional requirements of licensed
   acupuncture practice;

9. be able to demonstrate the practice management
   skills necessary for entering practice.

ADMISSION TO THE MSA/MSAOM DEGREE
PROGRAMS

The field of Oriental medicine draws students of all ages
and from all walks of life who share an interest in a
holistic approach to healthcare. In assessing applicants,
NYCC looks for individuals who demonstrate the
potential to succeed in NYCC’s rigorous master’s degree
programs in Acupuncture (MSA) and Acupuncture and Oriental Medicine (MSAOM), as well as a commitment to helping people through a healing profession. Successful candidates exhibit strong communication skills, integrity, professionalism, and a basic understanding of acupuncture and Oriental medicine. Direct contact with an acupuncturist as a patient, volunteer assistant or employee is strongly encouraged as a way of becoming more knowledgeable about the field.

Applicants trained in another healthcare profession — such as chiropractic, medicine or nursing — are encouraged to apply, and may be eligible to receive credit for prior learning for some or all of the course work in basic sciences and biomedicine completed at another institution.

**Academic Requirements for Admission**

Applicants are required to show proof of successfully completing 90 semester credits (136 quarter credits) of college credit, including nine credits of bioscience course work, from an accredited, degree-granting institution. The nine credits of bioscience course work must include a minimum of two credits of general biology. Students must have achieved a grade of “C” or better in the prerequisite bioscience course(s). A cumulative Grade Point Average (GPA) of 2.5 or higher on a 4.0 scale is desired for preprofessional college study.

For qualified students who meet the 90-credit entrance requirement but lack a bachelor’s degree, NYCC offers the option of earning a Bachelor of Professional Studies (BPS) with a major in Life Sciences. To be eligible for the BPS, students are required to have completed a minimum of 33 college credits in liberal arts and science courses at an accredited college or university. (See BPS Program Requirements for AOM Students.)

**Recency of Prerequisite Course Work**

All science prerequisites should have been completed within 10 years of the matriculation date at FLSAOM. The College evaluates each case individually and, if necessary, may require refresher courses to help ensure the candidate’s preparation for success at FLSAOM.

**Advanced Placement Courses**

All college credit earned via Advanced Placement (AP) courses is acceptable toward meeting the entrance requirements, provided the credit was granted by an accredited degree-granting institution. In the instance of science prerequisites, certification of the grade and of the laboratory is required.

**Credit through CLEP or Other Proficiency Examinations**

Up to 20 semester credits of a candidate’s preprofessional requirements can be earned through the College Level Examination Program (CLEP) and certain other college proficiency examinations. These credits likewise must be granted by an accredited degree-granting institution. None of the science prerequisites can be satisfied through examination programs.

**Technical Standards for Program Success**

New York Chiropractic College (NYCC) is committed to the achievement of academic excellence, quality patient care, and professional leadership. In support of NYCC’s vision, a candidate for the Doctor of Chiropractic, Master of Science in Acupuncture, or Master of Science in Acupuncture and Oriental Medicine degree program must have abilities and skills in five areas: observation and participation; communication; motor; intellectual-conceptual, integrative and qualitative; and behavioral and social. These guidelines specify the attributes that NYCC faculty consider essential for completing these degree programs. Because these standards describe the essential functions that students must demonstrate to meet the requirements of a first professional degree program, they are pre-requisites for matriculation, continuation, and graduation.

NYCC is fully committed to equal opportunity in educational programs for all otherwise qualified individuals without regard to handicap or disability, in accordance with the Americans with Disabilities Amendments Act of 2008 and Section 504 of the Vocational Rehabilitation Act of 1973. In addition to meeting academic standards, candidates for these programs must also meet the following technical standards with or without reasonable accommodations throughout the full course of their education at NYCC.
These standards ensure patient safety and that all candidates are otherwise qualified. Reasonable accommodations can be made in some of these areas provided that they do not require fundamentally altering the applicable degree program. Requests for reasonable accommodations will be reviewed on a case by case basis; however, candidates for admission and enrolled students should be able to perform in a reasonably independent manner. The use of an intermediary that would, in effect, require a student to rely on someone else’s power of observation and/or communication will not be permitted. NYCC reserves the right to rescind admission or continuation to any candidate that is unable to meet all technical standards with reasonable accommodations. Any candidate should evaluate his/her ability to meet all technical standards prior to submission of an application.

Candidates for admission and enrolled students must demonstrate:

1. **Observation and Participation:**
   a. The ability to observe and participate in demonstrations, experiments, diagnostic procedures and tests within all phases of education, including all laboratory and clinical settings. These may include but are not limited to human cadaveric dissections, microbiologic cultures, microscopic studies, and clinical-science patient-assessment procedures.
   b. The ability to observe a faculty member and a patient accurately at a distance and close at hand.
   c. Observation and participation necessitates the functional use of the sense of vision, hearing and somatic sensation. It is enhanced by the functional use of the sense of smell.

2. **Communication:**
   a. The ability to speak, to hear, and observe patients in order to elicit information, describe changes in mood, activity, and posture, and perceive nonverbal communications.
   b. The ability to communicate effectively and sensitively with others.
   c. The ability to communicate effectively and efficiently in oral and written form.

3. **Motor:**
   a. Coordination of both gross and fine muscular movements, equilibrium, and the functional use of the sense of vision and somatic sensation.
   b. The ability to execute movements required to provide general care to patients.
   c. Sufficient motor function to elicit information from patients by palpation, auscultation, percussion, and other diagnostic maneuvers; and the ability to determine depth and intensity of manual pressure and force.

4. **Intellectual-Conceptual, Integrative and Qualitative Abilities:**
   a. Sufficient intellectual abilities, including but not limited to measurement, calculation, reasoning, analysis, and synthesis. Problem-solving, a critical skill demanded of health care professionals, requires all of these intellectual abilities.
   b. The ability to comprehend three-dimensional relationships and understand the spatial relationships of structures.

5. **Behavioral and Social Attributes:**
   a. The psychological and emotional well-being required for the full use of his/her intellectual abilities; the exercise of good judgment; sound reasoning; maintenance of personal hygiene; the prompt and safe completion of all responsibilities; and the development of mature, sensitive, and effective relationships with patients and colleagues.
   b. The ability to tolerate taxing workloads, to function effectively under stress, to adapt to changing environments, to display flexibility, and to learn to function in the face of uncertainties and stressful situations.
c. Personal qualities such as compassion, empathy, integrity, concern for others, mature interpersonal skills, interest, and self-motivation.

d. The willingness and the ability to maintain the safety and well-being of himself/herself and others without posing a threat.


Transfer Applicants

NYCC welcomes applicants who have completed course work in Oriental medicine at another institution and who are interested in transferring.

Transfer credit will be considered for courses that are equivalent in content and credit hours to the NYCC courses for which credit is sought. The student must have earned a grade of “C” or higher, and the course cannot be used to meet entrance requirements. Course work must have been taken at the master’s degree level or equivalent to be considered for transfer credit. Individuals without a master’s level education who have an earned professional license (e.g., RN, PT) with relevant work experience may be eligible to receive credit for prior learning for Western science courses.

Evidence of proficiency in the subject matter will be required for course work from professional schools in countries that do not have accreditation systems equivalent to that of the United States. Course work to be transferred must have been completed within five years of the transfer date. Exceptions may be made for candidates holding a first professional degree or an academic graduate degree in a related discipline from an accredited institution.

Credit for Prior Learning

Credit for prior learning may be granted for basic science and Western medicine courses at NYCC to individuals with an earned health-professional license (e.g., RN, PT) who have received significant Western science education and training but have not earned a graduate degree. Credit for prior learning may also be granted for basic science courses to individuals who have earned significant education in a particular field that provides equivalent mastery to an NYCC course.

Individuals in this category will be required to take a challenge exam in order to receive credit for prior learning. Based on the evaluation of exam results, transcripts, and work experience, the Prior Learning Assessment Committee will determine the courses for which an individual may receive credit for prior learning. Any credit for prior learning must be determined prior to matriculation for applicants to receive credit in this category. Applicants who wish to receive credit for prior
learning must submit a completed Credit for Prior Learning Request Form to the Admissions office. Students may audit courses for which they received credit for prior learning.

**International Applicants**

NYCC welcomes applications from international candidates. Applicants who are not U.S. citizens must meet the same entrance requirements as U.S. citizens, or be qualified via a recognized, non-U.S. equivalency program. International candidates must complete the same application procedures as all others, and must additionally provide the following:

1. official TOEFL exam results of 213 on the computer-based test or 550 on the paper-based test (PBT). Internet-based test (iBT) scores are currently set at 79 and are subject to change;

2. evidence of the ability to read, write and speak English at a level of mastery sufficient to successfully complete the course of study for the graduate programs in acupuncture and Oriental medicine;

3. a comprehensive evaluation of educational credentials by an appropriate agency such as World Education Services (WES), International Education Resource Foundation (IERF), etc.;

4. certified English translation of educational credentials;

5. an Ability-to-Pay statement.

**CURRICULUM SUMMARY**

The curriculum leading to the MSA degree requires a minimum of eight trimesters (each of 15 weeks’ duration) of full-time resident study, including the clinical internship. This is the equivalent of 32 calendar months. The curriculum leading to the MSAOM degree requires a minimum of nine trimesters, equivalent to 36 calendar months. Those students who want or need to complete the program over a period longer than this minimum may do so under the guidance of the Finger Lakes School of Acupuncture and Oriental Medicine. To be awarded the MSA degree, it is mandatory that degree requirements be completed within six calendar years of original matriculation. To be awarded the MSAOM degree, it is mandatory that degree requirements be completed within eight calendar years of original matriculation.
CURRICULUM SUMMARY

Requirements for the Master of Science Programs in Acupuncture and Acupuncture and Oriental Medicine

Master of Science in Acupuncture (MSA) and Master of Science in Acupuncture and Oriental Medicine (MSAOM) programs degree requirements are listed below. Note that courses ~ below are required for the MSAOM program only; all other courses are required for both the MSA and MSAOM programs.

<table>
<thead>
<tr>
<th>First Trimester - Fall</th>
<th>Credits</th>
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<tbody>
<tr>
<td>AOM 5110 Taiji</td>
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<tr>
<td>AOM 5141 Musculoskeletal Anatomy</td>
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<td>AOM 5143 Chemistry for Health Sciences</td>
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<th>Second Trimester - Winter</th>
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<tr>
<td>AOM 5210 Introduction to Asian Bodywork</td>
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<td>AOM 5208 Qigong I</td>
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<td>AOM 5201 Meridians and Points II</td>
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<tr>
<td>AOM 5241 Visceral Anatomy</td>
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<td>AOM 5243 Foundations of Physiopathology</td>
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<tr>
<td>AOM 5304 Tuina</td>
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<td>AOM 5341 Neuroanatomy</td>
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<td>AOM 5343 Physiopathology Systems I</td>
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<tr>
<td>AOM 5345 Concepts in Physics</td>
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### Fourth Trimester – Fall

Comprehensive first-year Outcome Assessment exams; Emergency Procedures/CPR certification & PPD test required for clinic.

<table>
<thead>
<tr>
<th>Course</th>
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<tr>
<td>AOM 5412 Records &amp; Documentation</td>
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<tr>
<td>AOM 5401 Clinical Skills I</td>
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<tr>
<td>AOM 5410 Oriental Medicine Theory IV</td>
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<td>AOM 5445 Clinical Psychology [Child Abuse Identification &amp; Reporting]</td>
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<tr>
<td>AOM 5443 Physiopathology Systems II</td>
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### Fifth Trimester – Winter

Practical Skills Outcome Assessment exam

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<td>AOM 5505 Disease Patterns I</td>
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<td>AOM 5542 Western Clinical Medicine II</td>
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<td>AOM 5550 Introduction to Nutrition</td>
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<td>AOM 5560 ~ Microbiology</td>
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### Sixth Trimester – Spring

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<tr>
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<td>AOM 5603 Clinical Skills III</td>
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<tr>
<td>AOM 5652 Medical Research Concepts &amp; Methodology</td>
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<td>AOM 5643 Pharmacology &amp; Toxicology</td>
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Seventh Trimester – Fall

Comprehensive second-year Outcome Assessment exams; PPD test required for clinic.

<table>
<thead>
<tr>
<th>Course</th>
<th>Credits</th>
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<tbody>
<tr>
<td>AOM 5705 Disease Patterns III</td>
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<tr>
<td>AOM 5712 Eastern Dietary Therapy</td>
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<td>AOM 5744 Integrative Medical Practice II</td>
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<td>AOM 5730 ~ Chinese Prepared Medicines</td>
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Eighth Trimester – Winter

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<tr>
<th>Course</th>
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<tr>
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<tr>
<td>AOM 5805 Clinical Case Studies</td>
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<td>AOM 5847 MSA Clinical Internship V OR</td>
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<tr>
<td>AOM 5838 ~ Pharmacognosy &amp; Botanical Medicine</td>
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<tr>
<td>AOM 5832 ~ Chinese Medical Classics I</td>
<td>(2)</td>
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<td>AOM 5831 ~ Clinical Chinese Herbology I</td>
<td>(2)</td>
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Clean Needle Technique course completed prior to graduation

Ninth Trimester – Spring

<table>
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<tr>
<th>Course</th>
<th>Credits</th>
<th>Contact Hours</th>
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<tbody>
<tr>
<td>AOM 5941 ~ Herb Dispensary Practicum</td>
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<tr>
<td>AOM 5937 ~ Herbal Medicine Case Studies</td>
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<td>(30)</td>
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<tr>
<td>AOM ~ Elective</td>
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<td>(30)</td>
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<tr>
<td>AOM 5932 ~ Clinical Chinese Herbology II</td>
<td>(2)</td>
<td>(30)</td>
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<tr>
<td>AOM 5935 ~ Chinese Medical Classics II</td>
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<td>AOM 5929 ~ Clinical Internship VI</td>
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<td>AOM 5931 ~ Clinical Internship VII</td>
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Total Credits/Contact Hours Required for the MSA Program: 120 Credits/2,280 Contact Hours.
Total Credits/Contact Hours Required for the MSAOM Program: 164 Credits/3,075 Contact Hours.
COURSE DESCRIPTIONS

ACUPUNCTURE & ORIENTAL MEDICINE COURSES

AOM 5606  30 hours, 2 credits
History and Philosophy of Oriental Medicine
Prerequisite: AOM 5100
Overview of history of Oriental medicine in Asia and the United States: ideas, philosophers, physicians and their influences on medicine through time.

AOM 5110  15 hours, .5 credit
Taiji
Practice and therapeutic applications of taiji. Extensive practical component.

AOM 5101  45 hours, 3 credits
Meridians and Points I
Corequisites: AOM 5100, AOM 5141
Presents the architecture of the channel system, covering all channel pathways and select points. Lecture and practical components.

AOM 5201  45 hours, 3 credits
Meridians and Points II
Prerequisite: AOM 5101
Corequisite: AOM 5200
Location and clinical application of points on eight of 14 regular channels. Lecture and practical components.

AOM 5301  45 hours, 3 credits
Meridians and Points III
Prerequisite: AOM 5201
Corequisite: AOM 5300
Location and clinical application of points on six of 14 regular channels, and the pathways, physiology and pathology of the Eight Extraordinary Vessels. Lecture and practical components.

AOM 5100  45 hours, 3 credits
Oriental Medicine Theory I
Corequisite: AOM 5101
Fundamentals of Oriental medicine theory: yin and yang, five phases, three treasures, channel system, viscera and bowels, and eight principles.

AOM 5200  45 hours, 3 credits
Oriental Medicine Theory II
Prerequisite: AOM 5100
Corequisite: AOM 5201
Fundamentals of Oriental medicine diagnosis: four diagnostic methods (inspection, listening/smelling, inquiry and palpation).

AOM 5300  45 hours, 3 credits
Oriental Medicine Theory III
Prerequisite: AOM 5200
Corequisite: AOM 5301
Identification of the major diagnostic patterns. Pattern identification using: eight principles, qi, blood and body fluids, disease evils, seven affects, channels and networks, five phases, viscera and bowels, six stages, and four aspects.

AOM 5410  45 hours, 3 credits
Oriental Medicine Theory IV
Prerequisites: AOM 5300, AOM 5301
Corequisites: AOM 5412; enrollment in a Clinical Assistantship course
Application of theory to case analysis: intakes, clinical case presentations, treatment principles, treatment methods and treatment strategies.

AOM 5515  30 hours, 2 credits
Oriental Medicine Theory V
Prerequisite: AOM 5410
Corequisite: Enrollment in a Clinical Assistantship course
Point selection theory and the planning, and design of an acupuncture treatment based on the appropriate pattern diagnosis.
AOM 5208 15 hours, .5 credit
Qigong I

Basic foundation of qigong and taiji concepts and exercises. Extensive practice component.

AOM 5308 15 hours, .5 credit
Qigong II

Practice and therapeutic applications of qigong. Extensive practical component.

AOM 5210 30 hours, 1 credit
Introduction to Asian Bodywork

Prerequisites: AOM 5100, AOM 5101
Corequisite: AOM 5208

Basic Asian bodywork techniques. Lecture and practical components.

AOM 5401 60 hours, 3 credits
Clinical Skills I

Prerequisite: AOM 5301
Corequisite: AOM 5412

Fundamental theories and methods of acupuncture needle insertion and adjunctive stimulus techniques. Lecture and practical components.

AOM 5503 60 hours, 2 credits
Clinical Skills II

Prerequisite: AOM 5401

Knowledge and practical skills in acupuncture needling, and related techniques, as well as their indications and contraindications. Lecture and practical components.

AOM 5603 60 hours, 3 credits
Clinical Skills III

Prerequisite: AOM 5503

Specialized acupuncture microsystems. Lecture and practical components.

AOM 5505 45 hours, 3 credits
Disease Patterns I

Prerequisite: AOM 5410
Corequisites: AOM 5515; enrollment in a Clinical Assistantship course

Oriental medical etiology, differentiation of patterns, and appropriate treatment of biomedical conditions.

AOM 5605 45 hours, 3 credits
Disease Patterns II

Prerequisites: AOM 5505; AOM 5515
Corequisite: Enrollment in a Clinical Assistantship or Internship course

Oriental medical etiology, differentiation of patterns, and appropriate treatment of biomedical conditions.

AOM 5705 45 hours, 3 credits
Disease Patterns III

Prerequisite: AOM 5605
Corequisite: Enrollment in a Clinical Internship course

Oriental medical etiology, differentiation of patterns, and appropriate treatment of biomedical conditions.

AOM 5304 30 hours, 1 credit
Tuina

Prerequisite: AOM 5210
Corequisite: AOM 5308

Theoretical and clinical application of tuina techniques. Lecture and practical components.

AOM 5805 45 hours, 3 credits
Clinical Case Studies

Prerequisite: AOM 5705
Corequisite: Enrollment in a Clinical Internship course

Methodological approach to case studies to facilitate comprehensive diagnoses, appropriate treatment principles and plans.
**BASIC & CLINICAL SCIENCE COURSES**

**AOM 5141** 75 hours, 4 credits  
**Musculoskeletal Anatomy**

Anatomy of the musculoskeletal system. Emphasis on surface anatomy and anatomical landmarks relevant to acupuncture point location. Lecture and practical component. Includes work with cadavers.

**AOM 5241** 60 hours, 3 credits  
**Visceral Anatomy**  
**Prerequisite:** AOM 5141

Anatomy of the major organ systems. Lecture and practical component. Includes work with cadavers.

**AOM 5341** 60 hours, 3 credits  
**Neuroanatomy**  
**Prerequisite:** AOM 5241

Anatomy of the central nervous system. Lecture and practical component. Includes work with cadavers.

**AOM 5143** 45 hours, 3 credits  
**Chemistry for Health Sciences**

Basic principles of inorganic, organic and biochemistry.

**AOM 5243** 30 hours, 2 credits  
**Foundations of Physiopathology**  
**Prerequisite:** AOM 5143  
**Corequisite:** AOM 5241

A survey of the cellular foundations of physiology and pathology.

**AOM 5343** 60 hours, 4 credits  
**Physiopathology Systems I**  
**Prerequisite:** AOM 5243  
**Corequisite:** AOM 5341

An integrated survey of the physiology and pathology of the nervous, muscular, cardiovascular, and respiratory systems.

**AOM 5345** 30 hours, 2 credits  
**Concepts in Physics**

Conceptual understanding of topics in physics that apply to health, disease, and patient care.

**AOM 5443** 60 hours, 4 credits  
**Physiopathology Systems II**  
**Prerequisite:** AOM 5343

An integrated survey of the physiology and pathology of the endocrine, integument, gastrointestinal, renal, and reproductive systems.

**AOM 5445** 30 hours, 2 credits  
**Clinical Psychology**  
**Corequisite:** Enrollment in a Clinical Assistantship course

Overview of psychology and counseling necessary for clinical practice: interviewing, basic counseling techniques, behavioral assessment, psychological disorders, multiculturalism, relationships of body, brain, emotion, mind and soul.

**AOM 5442** 45 hours, 3 credits  
**Western Clinical Medicine I**  
**Prerequisite:** AOM 5341  
**Corequisite:** AOM 5443

Common clinical patterns in Western medicine. Signs and symptoms of diseases, concepts and methodologies of screening, evaluation, approach and management with an emphasis on recognition of the disease to facilitate appropriate referral as needed. Basis physical-assessment techniques and common diagnostic and laboratory tests. Lecture and practical components.

**AOM 5542** 45 hours, 3 credits  
**Western Clinical Medicine II**  
**Prerequisites:** AOM 5442, AOM 5443

Clinical patterns in Western medicine. Signs and symptoms of diseases, concepts and methodologies of screening, evaluation, approach and management with an
emphasis on recognition of the disease to facilitate appropriate referral as needed. Basic physical-assessment techniques and common diagnostic and laboratory tests. Lecture and practical components.

AOM 5560 30 hours, 2 credits
Microbiology
Prerequisite:  AOM 5443

Anatomy, physiology and relationships of bacteria, viruses, protozoa, fungi, rickettsia and helminthes, systemic diseases caused by these organisms, and the principles of public health as applied to the surveillance and prevention of disease.

AOM 5643 45 hours, 3 credits
Pharmacology and Toxicology
Prerequisites:  AOM 5443, AOM 5542

Basic principles of clinical pharmacology: commonly used pharmaceuticals, their action, indications, contraindications, side effects and adverse effects. Issues of toxicology between Chinese herbs and prescription drugs.

AOM 5550 15 hours, 1 credit
Introduction to Nutrition
Prerequisites:  AOM 5143, AOM 5443

Science and practice of clinical nutrition: biochemistry of nutrition, digestion, absorption and elimination, characteristics of nutrients including carbohydrates, lipids, proteins, vitamins and minerals.

AOM 5610 15 hours, 1 credit
Integrative Medical Practice I
Prerequisite:  AOM 5412

Management of an Oriental medicine practice including scope of practice, informed consent, malpractice, insurance and billing. Professional issues including state and national concerns.

AOM 5744 30 hours, 2 credits
Integrative Medical Practice II
Prerequisite:  AOM 5610


AOM 5412 15 hours, 1 credit
Records and Documentation
Corequisite:  Enrollment in a Clinical Assistantship course

Operations and management of a practice with regard to office record-keeping systems, medical-report writing, HIPAA, legal responsibilities and professional ethics.

AOM 5652 30 hours, 2 credits
Medical Research Concepts & Methodology
Prerequisite:  AOM 5515

Fundamental principles of scientific research as they apply to assessing and investigating the physiological basis and efficacy for acupuncture and Oriental medicine treatment.

CLINICAL TRAINING COURSES

AOM 5125 15 hours, .5 credit
Clinic Observation I
Corequisites:  AOM 5100, AOM 5101

Observation of history-taking, charting, record-keeping, and clinical interaction with patients. Practical and safety procedures that apply to clinic management and practice.

AOM 5225 15 hours, .5 credit
Clinic Observation II
Prerequisite:  AOM 5125
Corequisites:  AOM 5200, AOM 5201

Observation of history-taking, charting, record-keeping, and clinical interaction with patients. Practical and safety procedures that apply to clinic management and practice.
AOM 5325  
Clinic Observation III  
30 hours, 1 credit

Prerequisite: AOM 5225
Corequisites: AOM 5300, AOM 5301

Observation of history-taking, charting, record-keeping, and clinical interaction with patients. Practical and safety procedures that apply to clinic management and practice.

AOM 5425  
MSA Clinical Assistantship I  
45 hours, 1.5 credits

Prerequisite: AOM 5325
Corequisites: AOM 5410, AOM 5401, AOM 5445, AOM 5412

Opportunity to gain hands-on experience in clinical operation: charting, record-keeping, clinical interaction, discussion concerning diagnosis and treatment, and application of clinical techniques.

AOM 5525  
MSA Clinical Assistantship II  
45 hours, 1.5 credits

Prerequisite: AOM 5425

Opportunity to gain hands-on experience in clinical operation: charting, record-keeping, clinical interaction, discussion concerning diagnosis and treatment, and application of clinical techniques.

AOM 5627  
MSA Clinical Internship I  
105 hours, 3.5 credits

Prerequisites: AOM 5525, AOM 5503, AOM 5505, AOM 5443, AOM 5542, AOM 5515, AOM 5412
Corequisites: AOM 5605, AOM 5610

With close supervision from clinical instructors, interns assess and treat patients in a variety of facilities using acupuncture and adjunctive techniques. Emphasis on comprehensive case management.

AOM 5737  
MSA Clinical Internship II  
105 hours, 3.5 credits

Prerequisite: AOM 5627
Corequisite: AOM 5705

With moderate supervision from clinical instructors, interns assess and treat patients in a variety of facilities using acupuncture and adjunctive techniques. Emphasis on comprehensive case management.

AOM 5742  
MSA Clinical Internship III  
105 hours, 3.5 credits

Prerequisite: AOM 5627
Corequisite: AOM 5705

With moderate supervision from clinical instructors, interns assess and treat patients in a variety of facilities using acupuncture and adjunctive techniques. Emphasis on comprehensive case management.
<table>
<thead>
<tr>
<th>Course Code</th>
<th>Credits</th>
<th>Title</th>
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<th>Corequisites</th>
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<tr>
<td>AOM 5842</td>
<td>105</td>
<td>MSA Clinical Internship IV</td>
<td>AOM 5742, AOM 5705</td>
<td>With appropriate supervision from clinical instructors, interns assess and treat patients in a variety of facilities using acupuncture and adjunctive techniques. Emphasis on comprehensive case management.</td>
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<td>AOM 5847</td>
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<td>MSA Clinical Internship V</td>
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<td>With appropriate supervision from clinical instructors, interns assess and treat patients in a variety of facilities using acupuncture and adjunctive techniques. Emphasis on comprehensive case management.</td>
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<td>AOM 5628</td>
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<td>MSAOM Clinical Internship I</td>
<td>AOM 5526, AOM 5503, AOM 5505, AOM 5443, AOM 5542, AOM 5515, AOM 5412</td>
<td>With close supervision from clinical instructors, interns assess and treat patients in a variety of facilities using acupuncture, herbal formulations and adjunctive techniques. Emphasis on comprehensive case management.</td>
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<td>AOM 5738</td>
<td>105</td>
<td>MSAOM Clinical Internship II</td>
<td>AOM 5628</td>
<td>With moderate supervision from clinical instructors, interns assess and treat patients in a variety of facilities using acupuncture, herbal formulations and adjunctive techniques. Emphasis on comprehensive case management.</td>
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<tr>
<td>AOM 5743</td>
<td>105</td>
<td>MSAOM Clinical Internship III</td>
<td>AOM 5628</td>
<td>With appropriate supervision from clinical instructors, interns assess and treat patients in a variety of facilities using acupuncture, herbal formulations and adjunctive techniques. Emphasis on comprehensive case management.</td>
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<td>AOM 5848</td>
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<td>MSAOM Clinical Internship V</td>
<td>AOM 5743, AOM 5705</td>
<td>With appropriate supervision from clinical instructors, interns assess and treat patients in a variety of facilities using acupuncture, herbal formulations and adjunctive techniques. Emphasis on comprehensive case management.</td>
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<td>AOM 5929</td>
<td>105</td>
<td>MSAOM Clinical Internship VI</td>
<td>AOM 5848</td>
<td>With appropriate supervision from clinical instructors, interns assess and treat patients in a variety of facilities using acupuncture, herbal formulations and adjunctive techniques. Emphasis on comprehensive case management and herbal formulation and modification.</td>
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</tbody>
</table>
AOM 5931  105 hours, 3.5 credits
MSAOM Clinical Internship VII
Prerequisite:  AOM 5848

With appropriate supervision from clinical instructors, interns assess and treat patients in a variety of facilities using acupuncture, herbal formulations and adjunctive techniques. Emphasis on comprehensive case management and herbal formulation and modification.

CHINESE HERBAL MEDICINE COURSES

AOM 5135  30 hours, 2 credits
Introduction to Chinese Herbology
Corequisite:  AOM 5100

History, development and basic principles of Chinese herbal medicine. Nomenclature, botanical concepts, issues of toxicity, endangered species and regulation.

AOM 5712  30 hours, 2 credits
Eastern Dietary Therapy
Prerequisites:  AOM 5541, AOM 5605
Corequisite:  Enrollment in a Clinical Internship course

Theory and practice of Eastern dietary therapy: clinical application of food properties, preparation and combination techniques.

AOM 5838  45 hours, 3 credits
Pharmacognosy & Botanical Medicine
Prerequisites:  AOM 5143, AOM 5432, AOM 5643

Disciplines of toxicology and pharmacognosy in relation to issues of concern to practitioners of herbal medicine in general and Chinese herbal medicine in particular. Emphasis on interactions between drugs and natural medicinal agents.

AOM 5232  45 hours, 3 credits
Materia Medica I
Prerequisite:  AOM 5135
Corequisite:  AOM 5200

Names, properties, identification and usage of individual substances in Chinese herbal medicine. Combinations and illustrative formulae, contraindications, safety issues, dosage, and preparation methods.

AOM 5332  45 hours, 3 credits
Materia Medica II
Prerequisite:  AOM 5232
Corequisite:  AOM 5300

Names, properties, identification and usage of individual substances in Chinese herbal medicine. Combinations and illustrative formulae, contraindications, safety issues, dosage, and preparation methods.

AOM 5432  45 hours, 3 credits
Materia Medica III
Prerequisites:  AOM 5332, AOM 5300

Names, properties, identification and usage of individual substances in Chinese herbal medicine. Combinations and illustrative formulae, contraindications, safety issues, dosage, and preparation methods.

AOM 5533  45 hours, 3 credits
Herbal Formulas I
Prerequisite:  AOM 5432
Corequisite:  AOM 5505

Classical formulas and their modifications. Emphasis on ability to utilize appropriate formulas for desired therapeutic results.

AOM 5633  45 hours, 3 credits
Herbal Formulas II
Prerequisite:  AOM 5533
Corequisite:  AOM 5605

Classical formulas and their modifications. Emphasis on ability to utilize appropriate formulas for desired therapeutic results.

AOM 5733  45 hours, 3 credits
Herbal Formulas III
Prerequisite:  AOM 5633
Corequisite:  AOM 5705

Classical formulas and their modifications. Emphasis on ability to utilize appropriate formulas for desired therapeutic results.
AOM 5831 30 hours, 2 credits
Clinical Chinese Herbology I
Prerequisite: AOM 5733
Corequisite: Enrollment in a Clinical Internship course

AOM 5932 30 hours, 2 credits
Clinical Chinese Herbology II
Prerequisite: AOM 5831
Corequisite: Enrollment in a Clinical Internship course

AOM 5941 30 hours, 1 credit
Herb Dispensary Practicum
Prerequisites: AOM 5733, AOM 5730

AOM 5730 30 hours, 2 credits
Chinese Prepared Medicines
Prerequisite: AOM 5633
Corequisite: AOM 5733
Clinical application of available and commonly prescribed prepared formulas. Safety and regulatory issues concerning prepared herbal medicines.

AOM 5937 30 hours, 1 credit
Herbal Medicine Case Studies
Prerequisites: AOM 5805, AOM 5831
Corequisite: Enrollment in a Clinical Internship course
Case-study based application of Chinese herbal medicine. Emphasis on analysis of real case conditions, to develop treatment principles and herbal formulas to achieve desired therapeutic effect.

AOM 5832 30 hours, 2 credits
Chinese Medical Classics I
Prerequisite: AOM 5733
Examines the Shang Han Lun (On Cold Damage) and Jin Gui Yao Lue (Prescriptions from the Golden Coffer) using primary sources in translation.

AOM 5935 30 hours, 2 credits
Chinese Medical Classics II
Prerequisite: AOM 5832
Examines the clinical applications of Wen Bing Xue (Warm Disease Theory), and Li Dong Yuan’s theory of the Spleen & Stomach.

ELECTIVE COURSE DESCRIPTIONS
Elective courses change from year to year, depending on student interest and faculty expertise and availability. Below are representative examples of elective courses.

AOM 5800 30 hours, 2 credits
Advanced Clinical Skills Elective
Prerequisite: AOM 5503
Advanced clinical skills involving needle insertion and manipulation techniques, as well as Japanese acupuncture techniques. Lecture and practical components.

AOM 5801 30 hours, 2 credits
Acupuncture for Infertility, Pregnancy and Children
Prerequisite: AOM 5705
Diagnosis and acupuncture treatment of male and female infertility, the use of acupuncture during pregnancy and labor and delivery, and the post-natal use of acupuncture. Diagnosis and treatment of common pediatric conditions.
AOM 5802  90 hours, 3 credits
China Abroad Elective
Prerequisites:  AOM 5410; students must be approved by Lead Instructor to participate in the course.

Intensive clinical experience in China: hospital rotations, guest lectures by leading hospital faculty, and cultural experiences. Approximate three-week duration.

AOM 5809  60 hours, 2 credits
China Abroad Elective
Prerequisites:  AOM 5410; students must be approved by Lead Instructor to participate in the course.

Intensive clinical experience in China: hospital rotations, guest lectures by leading hospital faculty, and cultural experiences. Approximate two-week duration.

AOM 5803  30 hours, 2 credits
Treatment of Painful Conditions
Prerequisite:  AOM 5503
Corequisite:  Enrollment in a Clinical Internship course

Advanced clinical skills in the treatment of common painful conditions. Lecture and practical components.

AOM 5804  15 hours, 1 credit
Treatment of Infertility with Chinese Herbal Medicine
Prerequisites:  AOM 5705, AOM 5733

Diagnosis and acupuncture and herbal medicine treatment of male and female infertility.

AOM 5806  30 hours, 1 credit
Orthopedic Physical Assessment
Prerequisites:  AOM 5304, AOM 5141

Knowledge and practical skills in orthopedic physical assessment techniques. Lecture and practical components.

AOM 5810  30 hours, 1 credit
Advanced Tuina
Prerequisites:  AOM 5210, AOM 5304

Advanced Tuina techniques for musculo-skeletal conditions and the theoretical and clinical application of Tuina for the treatment of internal conditions. Lecture and practical components.

AOM 5812  15 hours, 1 credit
Integrative Management of Patients with Cancer
Prerequisites:  AOM 5541, AOM 5605

History, development and integration of Chinese medicine in the treatment of cancer patients.

AOM 5900  15 hours, 1 credit
Blood Stasis & Immune Deficiency Conditions in TCM
Prerequisites:  AOM 5605, AOM 5733

Presents developments in Chinese medical pharmaceutics as they are applied to biomedical disease conditions. ABCDS therapy (Active Blood Circulation, Dissolve Stasis/ huo xue qu yu) as a model in problems of aging and degenerative disease. Integrative approaches in cancer and immune deficiency in relation to Support the Right, Bank the Root (fu zheng pei ben).

AOM 5902  15 hours, 1 credit
Advanced Traditional Chinese Medicine Diagnosis
Prerequisite:  AOM 5605

Comprehensive examination of pulse and tongue diagnostic techniques and other frameworks for assessing clinical conditions.

AOM 5999  Varies
Independent Study

This course provides opportunity for additional clinical internship training beyond the clinical internship requirements of the core curriculum. Under the supervision of clinical instructors who are experienced, licensed practitioners, student interns diagnose and treat patients in NYCC's health centers and at other health-care clinics. Working individually or in pairs, interns apply the
knowledge and skills of acupuncture and other Oriental medicine modalities taught in the program.

**OUTCOMES ASSESSMENTS**

The knowledge and skills necessary for a student to graduate from the FLSAOM of NYCC are measured throughout the course of study to ensure that they have been successfully acquired. They are first measured through tests and performance evaluations in each course, up to and including final examinations.

The broader outcomes of the learning experience - including the ability to retain, integrate and apply the knowledge and skills acquired over the entire program - are assessed at specific intervals. All FLSAOM students are required to pass two major written comprehensive outcomes assessment (OA) exams, one upon completion of all 3rd trimester course work and one upon completion of all 6th trimester course work, and a practical exam prior to entering any of the FLSAOM clinics as an intern.

Detailed information on specific policies and procedures related to the OA exams may be found in the Outcomes Assessment Overview Guide which is designed to guide the student through the process of preparing for, taking and passing the OA examinations required for completion of the program.

**Transfer Credit**

Students who receive transfer credit or credit for prior learning for any course work within the MSA/MSAOM programs are required to successfully complete all outcomes assessments at the appropriate time. The receipt of transfer credit for any course(s) does not excuse any student from completion of all OA examinations, both written and practical.

**Summary of Exam Administration**

Administered after completion of standard 3rd trimester course work

- Acupuncture I
- Oriental Medicine Theory I
- Basic Sciences
- Point Location Practical

Administered prior to Clinical Internship

- Clinical Entrance practical examination

Administered after completion of standard 6th trimester course work

- Acupuncture II
- Oriental Medicine Theory II
- Basic & Clinical Sciences

**MSAOM only:**

- Upon completion of AOM 5432 Materia Medica III: written & practical exam
- Upon completion of AOM 5733 Herbal Formulas III: written & practical exam

Successful completion of each OA exam is a requirement in order to remain in the program and to continue to progress toward the MSA or MSAOM degree.

Students are expected to successfully complete OA exams on the first attempt, as each measures learning competencies the student has achieved in completing course work prior to that evaluation. Failure of an OA exam indicates weakness in retention, integration and application of those competencies in key areas. Students may be given the opportunity to retake an exam dependent upon departmental approval.

Students who fail a retake in one or more sections of the written and/or practical exams will be required to pay for, take and complete a non-credit bearing remediation course, Outcomes Assessment Review. When an Outcomes Assessment Review course is required, the student’s curriculum will be reviewed by the FLSAOM Dean and the student may be required to drop some courses. The student will not be permitted to continue in clinic during the time period of the review. This will delay the student’s graduation from the program.

Upon completion of the Outcomes Assessment Review course, the student must retake and pass the failed sections of the OA examination. Students who fail the exam after completing the review course may be dismissed from the program.
CLINICAL STUDY

Detailed information on specific policies related to the clinical study courses may be found in the AOM Health Center Manual. These manuals are available both in print and online for students. Students are responsible for knowing and observing the policies set forth in the Health Center Manual for their program.

REQUIREMENTS FOR GRADUATION

In order to be eligible for graduation from the MSA/MSAOM programs, candidates must meet the following criteria:

1. successful completion of all required course work with a cumulative Grade Point Average of 2.00 or higher;
2. completion of a seminar in the identification and reporting of child abuse in accord with standards specified by the New York State Education Department;
3. successful completion of the Clean Needle Technique course offered by the Council of Colleges of Acupuncture and Oriental Medicine;
4. successful completion of all clinical internship requirements at the College’s clinical sites;
5. satisfactory completion of comprehensive Outcomes Assessment requirements;
6. fulfillment of all financial obligations to the College;
7. completion of the above requirements within six calendar years for MSA and eight calendar years for MSAOM following the date of original matriculation.

It is solely the responsibility of the degree candidate to comply with all requirements for the degree. The institution’s effort to monitor student progress toward graduation does not relieve the individual of primary responsibility in this matter.

EDUCATIONAL REQUIREMENTS FOR LICENSURE

Acupuncture Licensure and Certification in the U.S.

More than 40 states in the U.S. officially regulate or license the practice of acupuncture and Oriental medicine. Since these regulations differ from state to state, prospective students should obtain a copy of the regulations from the state in which they intend to practice.

The National Certification Commission for Acupuncture and Oriental Medicine is the only nationally recognized certification available to qualified practitioners of acupuncture and Oriental medicine. NCCAOM certification in acupuncture, Chinese herbology, and/or Oriental medicine serves as a professional recognition and does not authorize or license an individual to practice. Licensure and registration are state regulatory functions, but it should be noted that most states require NCCAOM examination and/or certification in acupuncture in order to be licensed.

NYCC’s programs in acupuncture and Oriental medicine exceed the educational standards of NCCAOM for acupuncture, Chinese herbology, and Oriental medicine certification in terms of hours spent in class and clinic. NCCAOM also requires applicants enrolled in acupuncture school after June 1999 to graduate from a program that is either accredited or in candidate status with the Accreditation Commission for Acupuncture and Oriental Medicine in order to be eligible for certification. FLSAOM is proud to note that it is one of few acupuncture schools housed within an institution having regional accreditation by the Commission on Higher Education, Middle States Association of Colleges and Schools.

To obtain more information regarding national certification, contact:

NCCAOM
76 South Laura Street, Suite 1290
Jacksonville, FL 32202
Website: www.nccaom.org
Phone: 904-598-1005
To obtain more information about school programmatic accreditation, contact:

Accreditation Commission for Acupuncture and Oriental Medicine (ACAOM)
8941 Aztec Drive
Eden Prairie, MN 55347
Phone: 952-212-2434
Website: www.acaom.org
E-mail: coordinator@acaom.org

*Preprofessional Requirements for Licensure*

Several state acupuncture boards have preprofessional licensure requirements that are not included in NYCC’s minimum entrance requirements, such as a bachelor’s degree prior to acupuncture study or specified hours of biosciences. It is the applicant’s responsibility to ascertain and comply with licensure requirements for any state in which licensure is desired.

*New York State Licensure*

Acupuncture has been a licensed profession in the State of New York since 1991. Licensed acupuncturists are primary healthcare providers under New York State law and may treat patients without first obtaining a medical referral. Practitioners enjoy a wide scope of practice in New York and are not limited to a particular type of disease or condition, although the practitioner must advise his/her patients of the importance of medical consultation regarding their conditions. To qualify for licensure to practice acupuncture in the state of New York, students must have received 60 semester hours of preprofessional education, including at least nine semester hours in the biosciences, from an accredited college or university or its equivalent. Biosciences are defined as biological sciences and do not include chemistry or physics. Course work completed to satisfy your professional educational requirement cannot be used to also satisfy the biosciences requirement. No bioscience credit may be applied toward both requirements. Students must provide evidence of satisfactory completion of a course of formal study or its substantial equivalent in accordance with the commissioner’s regulation. Students must also pass the NCCAOM examination. Students are encouraged to read the complete description of license requirements for New York State and to obtain a copy of the state regulations from the NYS Education Department, Office of the Professions, State Education Building, Albany, NY 12234.
Degree: Master of Science in Applied Clinical Nutrition (MSACN)
Director: Peter Nickless, BS, MS, MBA, DC, CNS

The Master of Science in Applied Clinical Nutrition program is an online program.

**PURPOSE STATEMENT**

The Master of Science in Applied Clinical Nutrition degree program advances the Mission, Vision and Values of New York Chiropractic College through its preparation of clinical nutrition professionals. The program places emphasis on the principles of quality patient-centered care through the analysis of evidence and utilization of the highest standards in nutritional assessment, intervention, promotion of health, and case management focusing on the use of whole foods and therapeutic plants in an integrative approach to optimal wellness.

**PROGRAM GOALS**

1. To provide a high quality educational experience centered on the important relationship that exists between nutrition and health.

2. To provide an education centered on an understanding of the biochemical aspects of metabolism and the interrelationship between macro and micro nutrients.

3. To prepare graduates to clinically assess individuals for nutritional imbalances and apply evidence-based therapeutic interventions.

4. To concentrate on a whole foods approach to nutritional therapeutics and its role in optimal health and wellness.

5. To prepare health care professionals to recommend nutritional and herbal supplementation, when appropriate, based on scientific and clinical evidence.

6. To develop critical appraisers of the healthcare literature and the nutrition industry.

7. To educate graduates to interact professionally and ethically within an integrative healthcare environment.

**PROGRAM LEARNING OUTCOMES**

Our graduates will be able to:

1. Summarize and interpret the theories, definitions, biochemical and physiological pathways, and interactions pertaining to clinical nutrition.

2. Observe and analyze common eating patterns and relate the importance of early intervention in the prevention of disease and maintenance of health.

3. Assess nutritional needs of individuals, establish nutritional priorities, and apply an individualized evidence-based therapeutic intervention.

4. Integrate individualized lifestyle modifications in nutritional protocols and overall health.

5. Describe and defend the fundamental elements of research design and evaluate empirical literature for quality and applicability.

6. Utilize effective written and verbal skills to communicate the principles of nutrition and their role in health and wellness.

7. Evaluate the role of demographics, ethical decisions, and community influences in nutritional needs, choices, attitudes and behaviors.

8. Demonstrate ethical reasoning and professional behavior applicable to nutrition practice within an integrative healthcare environment.

**ADMISSION TO THE MSACN DEGREE PROGRAM**

The field of Applied Clinical Nutrition draws students of all ages and from all walks of life who share an interest in a holistic approach to healthcare. In assessing applicants, NYCC looks for individuals who demonstrate the potential to succeed in NYCC’s rigorous master’s degree
programs in Applied Clinical Nutrition, as well as a commitment to helping people through a healing profession. Successful candidates exhibit strong communication skills, integrity, and professionalism.

**Academic Requirements for Admission**

Applicants are required to show proof of successfully completing 90 semester hours (136 quarter hours) of college credit, including nine credits of bioscience course work prior to matriculation, from an accredited, degree-granting institution. Students must have achieved a grade of “C” or better in the prerequisite bioscience course(s). A cumulative Grade Point Average (GPA) of 2.5 or higher on a 4.0 scale is desired for pre-professional college study.

**Transfer Applicants**

To be considered for transfer credit:

- Course work to be transferred must have been completed within five years of the transfer date.
- A course must be equivalent in content and credit hours to the NYCC course for which credit is sought.
- The student must have earned a grade of C or higher, and not have used the course to meet entrance requirements.
- Courses must have been taken at the professional or graduate level.
- Applicants must obtain and complete an application for transfer credit and wait for an evaluation.

An offer of transfer credit, if accepted by the candidate, is not subject to further negotiation after transfer to NYCC.

In consultation with appropriate department heads and faculty, the appropriate academic Dean or Director may grant transfer credit under exceptional or unusual circumstances that vary from the parameters defined above. Under no circumstances will credit be given for life experience.

Under no circumstances can more than 50% of credits be accepted for transfer.

**International Applicants**

NYCC welcomes applications from international candidates. Applicants who are not U.S. citizens must meet the same entrance requirements as U.S. citizens. International candidates must complete the same application procedures as all others, and must additionally provide the following:

1. evidence of the ability to read, write and speak English at a level of mastery sufficient to successfully complete the course of study for the graduate programs in Applied Clinical Nutrition;
2. a comprehensive evaluation of educational credentials by an appropriate agency such as World Education Services (WES), International Education Resource Foundation (IERF), etc.;
3. certified English translation of educational credentials;
4. an Ability-to-Pay statement.
The curriculum leading to the MSACN degree requires a minimum of six trimesters (each of 15 weeks’ duration) of part-time online study. This is the equivalent of 24 calendar months.

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<thead>
<tr>
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<th>Credits</th>
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<tr>
<td><strong>First Trimester</strong></td>
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<tr>
<td>NTR 5101 Carbohydrates, Fats, and Proteins: The Macronutrients</td>
<td>3</td>
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<tr>
<td>NTR 5103 Vitamins and Minerals</td>
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<td><strong>Second Trimester</strong></td>
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<tr>
<td>NTR 5204 Clinical Nutrition for Pain and Inflammation</td>
<td>3</td>
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<tr>
<td>NTR 5205 Research Methods &amp; Applied Statistics</td>
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<td><strong>Third Trimester</strong></td>
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<td>NTR 5302 Pharmocognosy</td>
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<td>NTR 5304 Study Design &amp; Critical Evaluation of the Literature</td>
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<td><strong>Fourth Trimester</strong></td>
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<tr>
<td>NTR 5402 Drug Induced Nutrient Depletion and Herb/Drug Interaction</td>
<td>3</td>
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<tr>
<td>NTR 5404 Developmental Nutrition</td>
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<td><strong>Fifth Trimester</strong></td>
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<td>NTR 5501 Exercise Physiology and Sports Nutrition</td>
<td>3</td>
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<td>NTR 5503 Nutritional Assessment</td>
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<tr>
<td><strong>Sixth Trimester</strong></td>
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<td>NTR 5601 Therapeutic Nutrition</td>
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<td>NTR 5602 Food Science</td>
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<td><strong>Total ACN Hours</strong></td>
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## COURSE DESCRIPTIONS

All courses are three credits. Students will take two three-credit courses per trimester.

### APPLIED CLINICAL NUTRITION

<table>
<thead>
<tr>
<th>Course Code</th>
<th>Credits</th>
<th>Course Title</th>
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<tbody>
<tr>
<td>NTR 5101</td>
<td>3</td>
<td>Carbohydrates, Fats and Proteins: The Macronutrients</td>
</tr>
<tr>
<td>NTR 5103</td>
<td>3</td>
<td>Vitamins and Minerals</td>
</tr>
<tr>
<td>NTR 5204</td>
<td>3</td>
<td>Clinical Nutrition for Pain and Inflammation</td>
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<tr>
<td>NTR 5205</td>
<td>3</td>
<td>Research Method and Applied Statistics</td>
</tr>
<tr>
<td>NTR 5302</td>
<td>3</td>
<td>Pharmacognosy</td>
</tr>
<tr>
<td>NTR 5304</td>
<td>3</td>
<td>Study Design &amp; Critical Evaluation of the Literature</td>
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</tbody>
</table>

### NTR 5101 - Carbohydrates, Fats and Proteins: The Macronutrients

The course is designed to prepare students to understand how carbohydrates, fats and proteins function in the body; how each macronutrient, alone and when combined, undergoes integrated metabolism in tissues; and how the macronutrients integrate to affect overall metabolism as well as disease risk and recovery. Suggestions for client counseling on these issues will be presented.

### NTR 5103 - Vitamins and Minerals

This is a course which explores the metabolic pathways to which micronutrients (vitamins and minerals) play a significant regulatory role as well as the interaction between nutrients within these pathways. The course will briefly review the historical scientific landmarks that lead to our current understanding of the physiologic relevance of micronutrients.

### NTR 5204 - Clinical Nutrition for Pain and Inflammation

This is a course designed to facilitate the use of diet and basic nutritional supplements in clinical practice. The focus is nutritional applications to reduce inflammation and pain. The inflammatory process will be studied in significant detail and related to the process of nociception and pain. Also examined will be the relationship between chronic inflammation and various degenerative diseases such as cancer, heart disease, syndrome X, Alzheimer’s disease, depression, cold/flu symptoms, and other conditions. Practical nutritional applications will be directed at reducing inflammation with diet and supplements.

### NTR 5205 - Research Method and Applied Statistics

This course is designed to introduce the graduate student to typical methods of analyzing biomedical data using descriptive and inferential statistics. This course will help guide the graduate student in developing research studies, conducting statistical analyses and reading/evaluating the literature.

### NTR 5302 - Pharmacognosy

This is an advanced course focusing on the use of natural materials (plants, fungi, marine organisms and others) as therapeutic agents. Plants have yielded many important medicines in the past, and one of the main interests is to better understand the pharmacological and biological effects of medicinal plants used around the world. The biochemical constituents of plant extracts and the isolation of their active components, as well as clinical studies, will be explored. Phytotherapy specifically looks at medicinal plants, used as well-defined extracts for specific illnesses.

### NTR 5304 - Study Design & Critical Evaluation of the Literature

This advanced course is designed to break barriers between the clinical and academic worlds and promote the use of cutting-edge academic research to guide clinical best practices. At the end of the course students will be able to demonstrate the difference between various study types. Additionally, the student will be able to distinguish which studies are appropriate for specific nutrition-related design questions and subsequent application to chronic disease conditions. To document an understanding of course content, students will produce a paper that integrates knowledge from their previous courses with those skills learned throughout this course to create a critical evaluation of the literature on a student-chosen clinical nutrition research topic and present this information in an oral presentation.
NTR 5402  
Drug-Induced Nutrient Depletion and Herb/Drug Interaction  
Prerequisites:  NTR 5101, NTR 5103

This course outlines the numerous drugs that can cause depletions through a variety of biochemical mechanisms. Depletion of nutrients can lead to alterations in physiology, leading to side effects, symptoms or other conditions and disease. It will review the most significant drug-induced nutrient depletions (DIND) and their impact on the body. This course will also review the most significant herb/drug interactions and provide a review of databases and information relating to this topic. Scientific studies that report, verify, and explain these two prominent issues in integrative care will be reviewed and discussed.

NTR 5404  
Developmental Nutrition  
Prerequisites:  NTR 5101, NTR 5103

This course focuses on the fundamentals of normal nutrition from preconception to old age. Special attention will be paid to the clinical and nutritional interventions that apply to each part of the life cycle. In addition to the essential nutritional concepts, physiological principles and nutritional recommendations, we will apply case studies to real life at each stage of development, with consideration of cultural competence and effective client counseling.

NTR 5501  
Exercise Physiology and Sports Nutrition  
Prerequisite:  NTR 5101, NTR 5103

This course will use exercise physiology as a basis for exploring the acute and chronic adaptations of the body to strenuous demands of exercise and sports. Topics covered include physiology of the skeletal, muscular, cardio-respiratory and endocrine systems. Nutritional concepts relating to how the body uses the macronutrients and micronutrients to fuel energy systems will be explored. Popular performance enhancing and weight-loss supplements will be examined. Nutritional and exercise prescription for athletes, adolescents, aging and diseased-state will be investigated.

NTR 5503  
Nutritional Assessment  
Prerequisites:  NTR 5101, NTR 5103

Clinical nutrition assesses deficiency states but can also be used to improve health by optimizing food selection and nutritional supplementation needs. A clinical and laboratory assessment allows the healthcare provider the opportunity to develop an individualized therapeutic program to address deficiencies and disease states. This interactive online course will educate the student on the assessment of a patient’s state of health, diet and lifestyle history, anthropometric measurements, as well as laboratory testing including analysis of blood, stool, saliva and urine. The course will integrate use of these measurements in the design of an appropriate nutritional protocol for the patient. The student will also learn effective patient management and follow-up.

NTR 5601  
Therapeutic Nutrition  
Prerequisites:  NTR 5101, NTR 5103, NTR 5204

This is an advanced course focusing on the use of nutritional therapy in the management of health and disease. Specific nutritional intervention including diet, vitamins, minerals, botanicals, essential fatty acids and amino acids will be explored for a wide variety of diseases commonly encountered in clinical practice. The biochemistry of each intervention will be discussed for a full understanding of how to integrate nutritional therapy into patient care.

NTR 5602  
Food Science  
Prerequisite:  NTR 5101, NTR 5103

This course is designed to provide an overview of food science and technology and how they influence food safety, food quality, and nutritive content in a rapidly changing, global marketplace. This course will introduce the student to factors that influence the end quality of foods, including production, selection, election, storage, preparation, and ingredient modifications. Understanding such factors and the ability to effectively communicate such knowledge to patients are important skills that as a clinician can help increase self-efficacy of the patient. Clinical applications will be reviewed and discussed.
EDUCATIONAL REQUIREMENTS FOR CERTIFICATION

Nutrition Certification in the U.S.

New York Chiropractic College makes every reasonable effort to qualify its students to sit for all national certifying examinations but makes no assurances that any graduate will be qualified to take the certifying examination in any particular state or pass such examination.

State licensing and certification laws and Boards of Examiners’ administrative rules and regulations experience periodic changes; therefore, each candidate desiring to pursue the professional program offered by the College is responsible to ascertain all information relative to his/her qualifications to practice in any jurisdiction that he/she selects. Applicants who desire detailed information relative to national and/or state certification should contact the relevant national certifying board or state department.

It is the applicant’s responsibility to ascertain and comply with certification requirements for any state in which certification is required.

To obtain more information regarding certification, contact:

CBNS
Certification Board of Nutrition Specialists
4707 Willow Springs Road, Suite 207
LaGrange, IL 60525
Website: www.cbns.org
Phone: 202-903-0267

To obtain more information regarding the diplomat exam in Nutrition, contact:

ACBN
American Clinical Board of Nutrition
6855 Browntown Road
Front Royal, VA 22630
Website: www.acbn.org
Phone: 540-635-8844

CNCB
Clinical Nutrition Certification Board
15280 Addison Road, Suite 130
Addison, TX 75001
Website: www.cncb.org
Phone: 972-250-2829

CBCN
Chiropractic Board of Clinical Nutrition
1170 Emerald Sound Blvd.
Oak Point, TX 75068
Website: www.cbcn.us
Phone: 561-402-1596

New York Chiropractic College has received approval for our Master of Science Degree in Applied Clinical Nutrition to satisfy the educational requirements for the CBNS and ACBN exams. Those interested need to contact those agencies regarding additional qualifications.
**CURRICULUM SUMMARY**

**WINTER AND SPRING 2015**

(Pages 90.1-90.4)

The curriculum leading to the MSACN degree requires a minimum of six trimesters (each of 15 weeks’ duration) of part-time online study. This is the equivalent of 24 calendar months.

<table>
<thead>
<tr>
<th>Course No./ Title</th>
<th>Credits</th>
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<tr>
<td><strong>First Trimester</strong></td>
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<tr>
<td>NTR 5104 Biochemistry I: The Macronutrients</td>
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<tr>
<td>NTR 5106 Theories and Principles of Applied Clinical Nutrition &amp; Whole Food Science</td>
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<tr>
<td><strong>Second Trimester</strong></td>
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<tr>
<td>NTR 5206 Biochemistry II: The Micronutrients</td>
<td>3</td>
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<tr>
<td>NTR 5207 Nutrition Across the Lifespan</td>
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<tr>
<td><strong>Third Trimester</strong></td>
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<tr>
<td>NTR 5204 Clinical Nutrition for Pain and Inflammation</td>
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<tr>
<td>NTR 5305 Design, Analysis, and Critical Evaluation of Research</td>
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<td><strong>Fourth Trimester</strong></td>
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<td>NTR 5405 Behavioral Nutrition</td>
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<tr>
<td>NTR 5406 Clinical Herbalism</td>
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<tr>
<td>NTR 5407 Professionalism and Ethics</td>
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<tr>
<td><strong>Fifth Trimester</strong></td>
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<td>NTR 5402 Drug Induced Nutrient Depletion &amp; Herb/Drug Interaction</td>
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<td>NTR 5503 Nutritional Assessment</td>
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<tr>
<td><strong>Sixth Trimester</strong></td>
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<td>NTR 5603 Therapeutic Nutrition</td>
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<td>NTR 5604 Clinical Sports Nutrition</td>
<td>2</td>
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</table>

**Total ACN Hours**                                                              **36**
COURSE DESCRIPTIONS

All courses are three credits. Students will take two three-credit courses per trimester.

APPLIED CLINICAL NUTRITION

NTR 5104 3 credits
Biochemistry I: The Macronutrients

This is an online interactive course designed to prepare students to understand how carbohydrates, fats and proteins function in the body; how each macronutrient, alone and when combined, undergoes integrated metabolism within tissues; and how the macronutrients integrate to affect overall metabolism, disease risk and recovery. Suggestions for client counseling on these issues will be presented.

NTR 5106 3 Credits
Theories and Principles of Applied Clinical Nutrition & Whole Food Science

This is an online interactive course designed to provide an overview of whole food science, which allows students to understand the functions of nutrients in the production, quality and consumption of foods and how they are to be prepared consistent with food safety precautions. This course will introduce the factors that influence the end quality of foods, which include the production, selection, storage, preparation, and ingredient modifications. This course will provide students with the core knowledge of the current nutritional landscape in regards to the regulatory environment, nutritional topics and strategies as well as an introduction to the issues associated with developing a nutritional business. Addressed are common current nutritional intervention plans currently used by the nutritional professional. Clinical applications will be reviewed and discussed.

NTR 5206 3 credits
Biochemistry II: The Micronutrients
Prerequisite: NTR 5104

This course explores the metabolic pathways to which micronutrients (vitamins and minerals) play a significant regulatory role as well as the interaction between nutrients within these pathways. In this course students will also explore the variability in micronutrient requirements between individuals, outline the signs and symptoms associated with both nutrient deficiency and excess, and evaluate possible dosages associated with different forms of micronutrient supplements. Food sources for micronutrients and the various uses with respect to disease prevention and therapy in industrialized countries will be reviewed.

NTR 5207 3 Credits
Nutrition Across the Lifespan
Prerequisite: NTR 5104

This is an online interactive course focusing on the fundamentals of normal nutrition from preconception to old age. Special attention will be paid to the clinical and nutritional interventions that apply to each part of the life cycle. In addition to the essential nutrition concepts, physiological principles and nutritional recommendations, we will apply case studies to real life at each stage in development, with consideration of cultural competence and effective client counseling.

NTR 5204 3 credits
Clinical Nutrition for Pain and Inflammation
Prerequisites: NTR 5104, NTR 5206

This is a course designed to facilitate the use of diet and basic nutritional supplements in clinical practice. The focus is nutritional applications to reduce inflammation and pain. The inflammatory process will be studied in significant detail and related to the process of nociception and pain. Also examined will be the relationship between chronic inflammation and various degenerative diseases such as cancer, heart disease, syndrome X, Alzheimer’s disease, depression, cold/flu symptoms, and other conditions. Practical nutritional applications will be directed at reducing inflammation with diet and supplements.
NTR 5305  3 credits
Design, Analysis, and Critical Evaluation of Research

An online interactive course designed to introduce the graduate student to typical methods in analyzing and interpreting biomedical data and research design. This course will help guide the graduate student in developing research studies, conducting statistical analyses and reading/evaluating the literature.

NTR 5405  2 Credits
Behavioral Nutrition
Prerequisites:  NTR 5104, NTR 5206

Food and nutrition-related behaviors are often key determinants of many health issues such as heart disease and type 2 diabetes. This course is designed to introduce students to the field of behavioral nutrition beginning with an overview of theories of health behavior and concluding with nutrition education techniques to promote effective behavior change from the individual to the population level. Critical analysis of existing behavior change programs creates a meaningful understanding of the key concepts of behavioral nutrition including: health psychology, behavioral epidemiology, mediating variables, theoretical framework, and cultural competency.

NTR 5406  3 credits
Clinical Herbalism
Prerequisites:  NTR 5104, NTR 5206

This is an online course focusing on the use of natural materials as therapeutic agents. Plants have yielded many important medicines; in this course students will learn to understand the pharmacological and biological effects of medicinal herbs, as well as how to properly select and prepare them for clinical use. The biochemical constituents of plant extracts and the isolation of their active components, as well as relevant clinical studies will be explored.

NTR 5407  1 Credit
Professionalism and Ethics
Prerequisites:  NTR 5104, NTR 5206

This course teaches the foundational ethics and professional attributes associated with the nutritional profession. Students will demonstrate knowledge of: professional attributes and interactions, setting and maintaining healthy boundaries with patients, credentialing, scope of practice rights and restrictions, HIPAA, and risk management.

NTR 5402  3 credits
Drug Induced Nutrient Depletion & Herb/Drug Interaction
Prerequisites:  NTR 5104, NTR 5206

This is an interactive course describing the numerous drugs can cause depletions through a variety of biochemical mechanisms. Depletion of nutrients can lead to alterations in physiology, leading to side effects, adverse clinical symptoms and disease. This course will review the most significant drug induced nutrient depletions and their impact on the body. This course will also review the most significant herb/drug interactions and provide a review of databases and information relating to this topic. Scientific studies that report, verify, and explain these two prominent issues in integrative care will be reviewed and discussed.

NTR 5503  3 credits
Nutritional Assessment
Prerequisites:  NTR 5104, NTR 5206

Clinical nutrition not only assesses deficiency states, but can be used to improve health via proper food selection and nutrition supplementation. A clinical and laboratory assessment enables a healthcare provider to develop an individualized therapeutic program to address deficiencies and disease states. This interactive online course will educate the student on the assessment of a client’s state of health, diet and lifestyle history,
anthropometric measurements, as well as laboratory testing including analysis of blood, stool, saliva and urine. The course will integrate use of these measurements in the design of an appropriate nutritional protocol for the client. The student will also learn effective patient management and follow-up.

NTR 5603  
*Therapeutic Nutrition*  
*Prerequisites:* NTR 5104, NTR 5206, NTR 5503

This is an online interactive course focusing on the use of nutrition therapy in the management of health and disease. Specific nutrition intervention including diet, vitamins, minerals, botanicals, essential fatty acids and amino acids will be explored for a wide variety of diseases commonly encountered in clinical practice. The biochemistry of each intervention will be discussed for a full understanding of how to integrate nutrition therapy into patient care.

NTR 5604  
*Clinical Sports Nutrition*  
*Prerequisites:* NTR 5104, NTR 5206

This online interactive course will use exercise physiology as a basis for exploring the acute and chronic adaptations of the body to the strenuous demands of exercise and sports. Topics covered include physiology of the skeletal, muscular, cardiorespiratory and endocrine systems. Nutritional concepts relating to how the body uses the macronutrients and micronutrients to fuel energy systems will be explored. Popular performance enhancing and weight-loss supplements will be examined. Nutritional and exercise prescription for athletes, adolescents, aging and diseased-state will be investigated.
Degree: Master of Science in Human Anatomy and Physiology Instruction (MSHAPI)
Director: Robert A. Crocker, Jr., BA, BS, DC

The Master of Science in Human Anatomy and Physiology Instruction program is an online program.

PURPOSE STATEMENT

The Master of Science in Human Anatomy and Physiology Instruction degree program builds on the prior graduate or professional school education in anatomy and physiology of terminal healthcare and graduate academic degree holders, thoroughly preparing them as undergraduate educators. This is accomplished through training in the theory and best practices of undergraduate education and specific orientation of the candidate’s established and newly acquired skills to the student demographic he or she will encounter teaching anatomy and physiology to undergraduate students.

EDUCATIONAL OBJECTIVES

Graduates of the Master of Science in Human Anatomy and Physiology Instruction Program will:

1. demonstrate a mastery of the disciplines of anatomy and physiology, across the spectrum of all the systems of the human body, at a level superior to the rigor of a typical undergraduate anatomy and physiology curriculum;

2. create effective teaching tools and techniques for presenting anatomy and physiology course content at the appropriate rigor for the undergraduate environment. These instruments include course syllabi, lesson plans, lecture outlines, multimedia presentations, laboratory exercises, test banks and other assessment tools;

3. apply best practice principles to instructional designs for anatomy and physiology curricula;

4. be prepared for employment in the college and university setting.

ADMISSION TO THE MSHAPI DEGREE PROGRAM

Academic Requirements for Admission

Applicants must meet at least one of the following criteria:

1. Have earned a professional degree (MSN, MD, DO, DC, DVM, or other similar advanced clinical degree) awarded by an accredited institution; or

2. Have earned a master’s degree in a related field from an accredited institution; or

3. Demonstrate significant anatomy and physiology teaching experience in the undergraduate college/university setting; or

4. Demonstrate current enrollment in an advanced clinical degree program after having completed the anatomy and physiology sequence of the program.

An earned cumulative grade point average of 2.5 or higher on a 4.0 scale is desired.

Transfer Applicants

To be considered for transfer credit:

- Course work to be transferred must have been completed within five years of the transfer date.

- A course must be equivalent in content and credit hours to the NYCC course for which credit is sought.

- The student must have earned a grade of C or higher, and not have used the course to meet entrance requirements.
• Courses must have been taken at the professional or graduate level.

• Applicants must obtain and complete an application for transfer credit and wait for an evaluation.

An offer of transfer credit, if accepted by the candidate, is not subject to further negotiation after transfer to NYCC.

In consultation with appropriate department heads and faculty, the appropriate academic Dean or Director may grant transfer credit under exceptional or unusual circumstances that vary from the parameters defined above. Under no circumstances will credit be given for life experience.

Under no circumstances can more than 50% of credits be accepted for transfer.

International Applicants

NYCC welcomes applications from international candidates. Applicants who are not U.S. citizens must meet the same entrance requirements as U.S. citizens, or be qualified via a recognized non-U.S. equivalency program. International candidates must complete the same application procedures as all others, and must additionally provide the following:

1. evidence of the ability to read, write and speak English at a level of mastery sufficient to successfully complete the course of study for the graduate programs in Human Anatomy and Physiology Instruction;

2. a comprehensive evaluation of educational credentials by an appropriate agency such as World Education Services (WES), International Education Resource Foundation (IERF), etc.;

3. certified English translation of educational credentials;

4. an Ability-to-Pay statement.
**CURRICULUM SUMMARY**

The curriculum leading to the MSHAPI degree requires a minimum of six trimesters (each of 15 weeks’ duration) of online part-time study. This is the equivalent of 24 calendar months.

<table>
<thead>
<tr>
<th>Course No./Title</th>
<th>Credits</th>
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<tbody>
<tr>
<td>ITP 5110 Instructional Theory &amp; Practices: Foundations of the Classroom</td>
<td>3</td>
</tr>
<tr>
<td>ITP 5120 Instructional Theory &amp; Practices: Elements of Course Development</td>
<td>3</td>
</tr>
<tr>
<td>ITP 5130 Instructional Theory &amp; Practices: Designing and Developing Lab and Online Learning Environments</td>
<td>3</td>
</tr>
<tr>
<td>ITP 5140 Instructional Theory &amp; Practices: Employment in the College/University Setting; Capstone Portfolio Project</td>
<td>3</td>
</tr>
<tr>
<td>ITP 5322 Instructional Technologies on the Web</td>
<td>3</td>
</tr>
<tr>
<td>HAP 5110 Introduction to Anatomy &amp; Physiology; Chemistry; Cells; Histology</td>
<td>3</td>
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<tr>
<td>HAP 5120 Integumentary, Skeletal, and Muscular Systems</td>
<td>3</td>
</tr>
<tr>
<td>HAP 5130 Nervous System</td>
<td>3</td>
</tr>
<tr>
<td>HAP 5140 Endocrine System; Cardiovascular System</td>
<td>3</td>
</tr>
<tr>
<td>HAP 5150 Lymphatic System/Immunity, Respiratory System, Digestive System, Metabolism</td>
<td>3</td>
</tr>
<tr>
<td>HAP 5160 Urinary System, Acid-Base Balance, Reproductive System, Development/Inheritance</td>
<td>3</td>
</tr>
<tr>
<td>HAP 5180 Essentials of Medical Microbiology for Anatomy &amp; Physiology Instructors</td>
<td>3</td>
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<tr>
<td><strong>Total Required Credits - MSHAPI</strong></td>
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</table>
COURSE DESCRIPTIONS

All courses are three credits. Students will take two three-credit courses per trimester.

HUMAN ANATOMY AND PHYSIOLOGY INSTRUCTION

ITP 5110 3 credits
Instructional Theory & Practices: Foundations of the Classroom

In this course, students will gain knowledge, skills and experiences with a variety of information regarding instructional theory and principles. The content of this course will guide the student in preparing to teach in an undergraduate or allied health program.

HAP 5110 3 credits
Introduction to Anatomy and Physiology; Chemistry; Cells; Histology

HAP 5110 is an online course designed to prepare and submit the Human and Anatomy & Physiology Instruction candidate to effectively deliver A&P course content at the undergraduate level. The course focuses on introductory topics, chemistry, cell biology, and histology content. This course will guide the candidate in understanding the appropriate level of instructional rigor for the undergraduate nursing and allied health student while enhancing the graduate level expertise of the MSHAPI candidate.

ITP 5120 3 credits
Instructional Theory & Practices: Elements of Course Development

This course is based on the foundations of the classroom course in that it will enhance the learners’ knowledge of pedagogy by building upon the content which was previously learned. The content of this course includes specifics of course design and development and at the conclusion students will be able to create and plan the necessary educational tools to teach a course.

HAP 5120 3 credits
Integumentary, Skeletal, and Muscular Systems

HAP 5120 is an online course designed to prepare and submit the Human and Anatomy & Physiology Instruction candidate to effectively deliver A&P course content at the undergraduate level. The course focuses on integumentary, skeletal, and muscular system content. This course will guide the candidate in understanding the appropriate level of instructional rigor for the undergraduate nursing and allied health student while enhancing the graduate level expertise of the MSHAPI candidate.

ITP 5130 3 credits
Instructional Theory & Practices: Designing and Developing Lab and Online Learning Environments

ITP 5130 is based on the educational theories and principles taught in the previous ITP courses. This course will expand the students’ current knowledge of basic pedagogy by focusing on course work in a lab and online setting, as well as preparing the student for the capstone ITP course. This is a 15 week online course.

HAP 5130 3 credits
Nervous System

HAP 5130 is an online course designed to prepare and submit the Human and Anatomy & Physiology Instruction candidate to effectively deliver A&P course content at the undergraduate level. The course focuses on nervous system content, including nerve tissue, spinal cord, brain, ANS, sensory-motor integration, and special senses. This course will guide the candidate in understanding the appropriate level of instructional rigor for the undergraduate nursing and allied health student while enhancing the graduate level expertise of the MSHAPI candidate.

HAP 5140 3 credits
Endocrine System; Cardiovascular System

HAP 5140 is an online course designed to prepare and submit the Human and Anatomy & Physiology Instruction candidate to effectively deliver A&P course content at the undergraduate level. The course focuses on endocrine and cardiovascular systems content. This course will guide the candidate in understanding the appropriate level of instructional rigor for the undergraduate nursing and allied health student while enhancing the graduate level expertise of the MSHAPI candidate.
**HAP 5150** 3 credits
Lymphatic System/Immunity, Respiratory System, Digestive System, Metabolism

HAP 5150 is an online course designed to prepare and submit the Human and Anatomy & Physiology Instruction candidate to effectively deliver A&P course content at the undergraduate level. The course focuses on the lymphatic system and immunity, the respiratory and digestive systems, and metabolism. This course will guide the candidate in understanding the appropriate level of instructional rigor for the undergraduate nursing and allied health student while enhancing the graduate level expertise of the MSHAPI candidate.

**HAP 5160** 3 credits
Urinary System, Acid-Base Balance, Reproductive System, Development/Inheritance

HAP 5160 is an online course designed to prepare and submit the Human and Anatomy & Physiology Instruction candidate to effectively deliver A&P course content at the undergraduate level. The course focuses on the urinary and reproductive systems, acid/base balance, development and inheritance. This course will guide the candidate in understanding the appropriate level of instructional rigor for the undergraduate nursing and allied health student while enhancing the graduate level expertise of the MSHAPI candidate.

**ELECTIVE COURSE DESCRIPTIONS**

**HAP 5180** 3 credits
Essentials of Medical Microbiology for Anatomy & Physiology Instructors

HAP 5180 is an online course which focuses on the basic concepts of medical microbiology and adds an emphasis on current issues in medical microbiology. It is an elective designed to augment the required core courses of the MSHAPI program, enhancing the candidate’s effective delivery of A&P course content at the undergraduate level. Other approved electives may be substituted.

**ITP 5322** 3 credits
Instructional Technologies on the Web – Web 2.0 for Education

This course will introduce students to various Instructional Technologies that can be used in Face-to-Face, Online, and Blended Human Anatomy and Physiology courses. The content of this course is based in online, free-access instructional tools known broadly as “Web 2.0.” In this hands-on course, students will be instructed on the use of the various tools.

**Requirements for Graduation**

In order to be eligible for graduation from the MSHAPI program, candidates must meet the following criteria:

1. Successful completion of all required course work, with a cumulative grade point average of 2.00 or higher;
2. Successful completion of a one-week, on-campus teaching practicum during the last year of the program as deemed necessary by the program director;
3. Fulfillment of all financial obligations to the College.

It is solely the responsibility of the degree candidate to comply with all requirements for the degree. The institution’s effort to monitor student progress toward graduation does not relieve the individual of primary responsibility in this matter.
Bachelor of Professional Studies Program

Degree: Bachelor of Professional Studies (BPS)
Director: John Demetros, BA, DC

PURPOSE STATEMENT

The Bachelor of Professional Studies degree program provides a life-science degree for New York Chiropractic College students who need/or desire to complete their undergraduate studies.

PROGRAM GOALS

1. To provide a high quality educational program to students of NYCC interested in obtaining a baccalaureate degree of professional studies in life sciences.

2. To provide a program of study that enhances the eligibility of graduates for licensure in those jurisdictions where a baccalaureate degree is required prior to graduation from a professional program.

3. To allow NYCC students to be eligible for enrollment in graduate programs that require an undergraduate degree in a life-science-oriented field.

4. To prepare graduates to work and communicate collaboratively in an interdisciplinary healthcare setting.

PROGRAM LEARNING OUTCOMES

1. Integrate previously acquired concepts and principles of the basic sciences and natural healthcare philosophies to strengthen the correlation of patient centered care associated with complementary and alternative medicine therapies.

2. Analyze and synthesize the roles of complementary and alternative medicine and allopathic practices in integrative healthcare settings.

3. Describe the accepted definitions of various healthcare therapies, their scientific theories, and the potential benefits obtained by the therapies.

4. Research and evaluate information related to complementary and alternative medicine therapies that have impact on patient centered care.

5. Utilize effective written and verbal skills to communicate concepts related to complementary and alternative medicine and allopathic practices.

6. Demonstrate professional behavior in an educational integrative healthcare learning environment.

PROGRAM DESCRIPTION

New York Chiropractic College (NYCC) offers a 123-semester-credit-hour baccalaureate degree program: the Bachelor of Professional Studies (BPS) with a major in Life Sciences. Only students who have been admitted into the DC or MSA/MSAOM programs at NYCC are eligible to participate in the BPS program.

For those students who lack a baccalaureate degree upon matriculation into NYCC’s DC or MSA/MSAOM programs, the BPS program is designed to serve two purposes: (1) enable professional program graduates to be eligible for licensure in those jurisdictions where a baccalaureate degree is required in addition to graduation from a professionally accredited program; and (2) allow NYCC graduates to be eligible for enrollment in graduate programs that require an undergraduate degree in a life science-oriented field.

A fee of $1,400 is charged to students seeking to earn the BPS with a major in Life Sciences. This fee covers capstone course tuition and other administrative costs.
BPS PROGRAM REQUIREMENTS FOR DC STUDENTS

1. Completion of 90 undergraduate credits, including 33 credits in liberal arts and science courses;
2. Completion of 30 approved credits* taken at NYCC within the DC curriculum;
3. Completion of the three-credit capstone course, Integrative Healthcare (BPS 4000).

*A grade of C or better must be earned in each NYCC course to be counted for credit toward the BPS degree. Full-time DC students become eligible after successful completion of all third-trimester course work in the DC program and the required 30 credits of NYCC basic science course work with a C or better.

BPS PROGRAM REQUIREMENTS FOR AOM STUDENTS

1. Completion of 90 undergraduate credits, including 33 credits in liberal arts and sciences;
2. Completion of 30 approved basic science credits** taken at NYCC within the AOM curriculum;
3. Completion of the three-credit capstone course, Integrative Healthcare (BPS 4000).

**A grade of C or better must be earned in each NYCC course to be counted for credit toward the BPS degree. Full-time MSA or MSAOM students become eligible after successful completion of all third-trimester course work in the MSA or MSAOM program and the required 30 credits of NYCC basic science course work with a C or better.

For additional information, contact John Demetros, DC, Director of the BPS program, at (315) 568-3213, or by e-mail at jdemetros@nycc.edu.

COURSE DESCRIPTION – BPS CAPSTONE COURSE

BPS 4000 45 hours, 3 credits
Integrative Healthcare

This is the capstone course for students registered in the Bachelor of Professional Studies program. This is a blended experiential course that presents and discusses the roles of complementary and alternative medicine (CAM) and allopathic practices in integrative healthcare settings. The course provides information and discussion regarding the accepted definition of various healthcare therapies, primary conditions addressed, and potential benefits obtained by the therapy. An emphasis of this course is to explore, where possible, the current scientific theory behind the therapies discussed, and prepare students to obtain and evaluate information to direct future patient education. Students will prepare a written case study and complete a written final examination. A grade of C or better must be earned in the capstone course for the BPS degree to be awarded. Students who do not meet the requirement of C or better will be permitted to repeat the capstone course.
Master of Science in Diagnostic Imaging Program

Degree: Master of Science in Diagnostic Imaging (MSDI)
Director: Chad D. Warshel, BA, DC, DACBR

PURPOSE STATEMENT

The Master of Science in Diagnostic Imaging residency is a full-time graduate degree program dedicated to the creation of chiropractic radiologists through a comprehensive academic, clinical, and research curriculum.

PROGRAM DESCRIPTION

The residency is a three-year, full-time program devoted to the discipline of chiropractic radiology and includes academic, clinical, and scholarly components. The program leads to a Master of Science degree in Diagnostic Imaging and qualifies successful candidates to sit for the examinations leading to the professional certification “Diplomate of the American Chiropractic Board of Radiology” (DACBR).

The program is rigorous and residents are selected on a competitive basis for limited openings. Applicants are chosen based upon a written examination, oral practical examinations, and an interview with the residency selection committee. Resident duties include teaching in laboratories and lectures of various radiology courses, didactic and film interpretation tutorial sessions, clinical rotations in outpatient clinics, and rotations through outside imaging centers. Additionally, residents are responsible for the design and completion of a master’s thesis.

POSITION REQUIREMENTS

1. Candidates must apply by submitting an application to the office of Human Resources.

2. Applicants must have a radiology course CGPA of at least 3.0 with no grade lower than a “C” in any radiology course.

3. It is recommended that the candidate have at least a 3.0 overall chiropractic college GPA.

4. Applicants must hold a bachelor’s degree or its equivalent from an accredited institution of higher learning.

5. Applicants must hold a Doctor of Chiropractic degree and have successfully completed all four parts of the U.S. National Board of Chiropractic Examiners examinations.

6. Applicants must be eligible for New York State chiropractic licensure.

Residents are paid a competitive salary, are eligible to participate in NYCC’s benefits package, and also may qualify for postdoctoral grants with certain funding agencies.

Interested individuals should contact the Director of the MSDI program for an application:

Chad D. Warshel, DC, DACBR
New York Chiropractic College
2360 State Route 89
Seneca Falls, NY 13148

E-mail: cwarshel@nycc.edu
Phone: (315) 568-3297

Academic Program Total:
810 Contact Hours, 54 Credits

COURSE DESCRIPTIONS

AST 6556  30 hours, 2 credits
Preparation as a College Educator

This interactive course will explore the elements of how to prepare and deliver courses at the college level. The content will include adult education theories, current educational research and course design. Class discussion and projects will include practical and theoretical aspects of course design including: learning objectives and syllabus design; decisions in course content, preparation
and delivery; assessment design, analysis and grading; and issues of instructional inclusiveness.

RAD 5101  22.5 hours, 1.5 credits
Hematopoietic, Metabolic, Endocrine, and Nutritional Disturbances of Bone

A tutorial group (session) and laboratory course focusing upon hematopoietic, metabolic, endocrine and nutritional disturbances of bone. This course represents an intermediate level study of the pathologic and diagnostic imaging manifestations of these disorders. Additional areas to be covered include epidemiology, general diagnostic criteria, advanced imaging, management, prognosis, and associated diseases. Evaluation of plain film radiographic abnormalities will be emphasized.

RAD 5110  7.5 hours, .5 credit
Infectious Disorders of Bone

A tutorial group (session) and laboratory course focusing upon infectious lesions of bone. This course represents an intermediate level study of the pathologic and diagnostic imaging manifestations of osteomyelitis and infectious related disorders. Additional areas to be covered include epidemiology, general diagnostic criteria, advanced imaging, management, prognosis, and associated diseases. Identification of plain film radiographic abnormalities will be emphasized.

RAD 5112  30 hours, 2 credits
Chest Imaging

A tutorial group (session) and laboratory (film and anatomy) course focuses upon normal and pathologic conditions of the thorax. This course represents an intermediate level study of the epidemiological, plain film radiographic and advanced imaging manifestations of pathologic disorders of the chest. Additional areas to be covered include terminology, associated imaging, management, prognosis, and allied topics. Identification of plain film radiographic abnormalities will be emphasized.

RAD 5202  15 hours, 1 credit
Arthritides

A tutorial group (session) and laboratory course focusing upon articular abnormalities. This course represents an intermediate level study of the pathologic and diagnostic imaging manifestations of arthritis and arthritic related disorders. Additional areas to be covered include epidemiology, general diagnostic criteria, advanced imaging, management, prognosis, and associated diseases. Identification of plain film radiographic abnormalities will be emphasized.

RAD 5204  15 hours, 1 credit
Neoplastic and Neoplastic-Like Lesions of Bone

A tutorial group (session) and laboratory course focuses upon neoplastic and neoplastic-like lesions of the musculoskeletal system. This course represents an intermediate level study of the epidemiological and diagnostic imaging manifestations of neoplastic and neoplastic-like lesions of the musculoskeletal system and related disorders. Additional areas to be covered include terminology, advanced imaging, management, prognosis, and associated topics. Identification of plain film radiographic abnormalities will be emphasized.

RAD 5206  30 hours, 2 credits
Gastrointestinal/Genitourinary Tract Imaging

A tutorial group (session) and laboratory (film and anatomy) course focuses upon disorders of the Gastrointestinal / Genitourinary Tract. This course represents an intermediate level study of the anatomic, etiologic, conventional imaging, and advanced imaging of the Gastrointestinal / Genitourinary Tract and related disorders.

RAD 5302  15 hours, 1 credit
Physical Injury of the Skeletal System

A tutorial group (session) and laboratory course focuses upon physical injury (trauma) of the skeletal system. This course represents an intermediate level study of the etiologic and diagnostic imaging manifestations of physical injury of the skeletal system and related...
disorders. Additional areas to be covered include terminology, advanced imaging, management, prognosis, and associated topics. Identification of plain film radiographic abnormalities will be emphasized.

RAD 5304 15 hours, 1 credit
Internal Derangement of Joints

A tutorial group (session) and laboratory (film and anatomy) course focuses upon internal derangement of joints. This course represents an intermediate level study of the etiologic and advanced imaging (MRI) of internal derangement of joints and related disorders. Additional areas to be covered include principals of magnetic imaging, terminology associated with internal derangement of joints, diagnostic imaging manifestations, management, prognosis, and associated topics. Identification of advanced imaging (MRI) abnormalities will be emphasized.

RAD 5306 30 hours, 2 credits
Neuroimaging

An intermediate level course using tutorial group (session) and laboratory (film and anatomy) focusing upon the anatomic, etiologic, conventional imaging, and advanced imaging of the brain and spinal cord.

RAD 5402 22.5 hours, 1.5 credits
Advanced Hematopoietic, Metabolic, Endocrine and Nutritional Disturbances of Bone

A tutorial group (session) and laboratory course focusing upon hematopoietic, metabolic, endocrine and nutritional disturbances of bone. This course represents an advanced level study of the pathologic and diagnostic imaging manifestations of these disorders. Additional areas to be covered include epidemiology, general diagnostic criteria, advanced imaging, management, prognosis, and associated diseases. Evaluation of plain film radiographic abnormalities will be emphasized.

RAD 5404 7.5 hours, .5 credit
Advanced Infectious Disorders of Bone

A tutorial group (session) and laboratory course focusing upon infectious lesions of bone. This course represents an advanced level study of the pathologic and diagnostic imaging manifestations of osteomyelitis and infectious related disorders. Additional areas to be covered include epidemiology, general diagnostic criteria, advanced imaging, management, prognosis, and associated diseases. Identification of plain film radiographic abnormalities will be emphasized.

RAD 5406 30 hours, 2 credits
Advanced Chest Imaging

A tutorial group (session) and laboratory (film and anatomy) course focuses upon normal and pathologic conditions of the thorax. This course represents an advanced level study of the epidemiological, plain film radiographic and advanced imaging manifestations of pathologic disorders of the chest. Additional areas to be covered include terminology, associated imaging, management, prognosis, and allied topics. Identification of plain film radiographic abnormalities will be emphasized.

RAD 5502 15 hours, 1 credit
Advanced Arthritides

A tutorial group (session) and laboratory course focusing upon articular abnormalities. This course represents an advanced level study of the pathologic and diagnostic imaging manifestations of arthritis and arthritic related disorders. Additional areas to be covered include epidemiology, general diagnostic criteria, advanced imaging, management, prognosis, and associated diseases. Identification of plain film radiographic abnormalities will be emphasized.

RAD 5504 15 hours, 1 credit
Advanced Neoplastic and Neoplastic-Like Lesions of Bone

A tutorial group (session) and laboratory course focuses upon neoplastic and neoplastic-like lesions of the
musculoskeletal system. This course represents an advanced level study of the epidemiological and diagnostic imaging manifestations of neoplastic and neoplastic-like lesions of the musculoskeletal system and related disorders. Additional areas to be covered include terminology, advanced imaging, management, prognosis, and associated topics. Identification of plain film radiographic abnormalities will be emphasized.

**RAD 5506** 30 hours, 2 credits
**Advanced Gastrointestinal/Genitourinary Tract Imaging**
A tutorial group (session) and laboratory (film and anatomy) course focuses upon disorders of the Gastrointestinal / Genitourinary Tract. This course represents an advanced level study of the anatomic, etiologic, conventional imaging, and advanced imaging of the Gastrointestinal / Genitourinary Tract and related disorders.

**RAD 5508** 30 hours, 2 credits
**Special Topics in Clinical Radiology I**
This course is an in-depth examination of a specific topic in radiology. The graduate student will assess the state of the current literature on a specific subject with purpose of communicating the information in the form of a case study suitable for publication. Content will be based on the subject selected and will discuss the epidemiology and pathogenesis, clinical presentation, diagnostic features with an emphasis on diagnostic radiology, treatments, prognosis and outcomes.

**RAD 5602** 15 hours, 1 credit
**Advanced Physical Injury of the Skeletal System**
A tutorial group (session) and laboratory course focuses upon physical injury (trauma) of the skeletal system. This course represents an advanced level study of the etiologic and diagnostic imaging manifestations of physical injury of the skeletal system and related disorders. Additional areas to be covered include terminology, advanced imaging, management, prognosis, and associated topics.

Identification of plain film radiographic abnormalities will be emphasized.

**RAD 5604** 15 hours, 1 credit
**Advanced Internal Derangement of Joints**
A tutorial group (session) and laboratory (film and anatomy) course focuses upon internal derangement of joints. This course represents an advanced level study of the etiologic and advanced imaging (MRI) of internal derangement of joints and related disorders. Additional areas to be covered include principals of magnetic imaging, terminology associated with internal derangement of joints, diagnostic imaging manifestations, management, prognosis, and associated topics. Identification of advanced imaging (MRI) abnormalities will be emphasized.

**RAD 5606** 30 hours, 2 credits
**Advanced Neuroimaging**
An advanced level course using tutorial group (session) and laboratory (film and anatomy) focusing upon the anatomic, etiologic, conventional imaging, and advanced imaging of the brain and spinal cord.

**RAD 5608** 30 hours, 2 credits
**Business of Radiology**
A business course designed for the Masters of Science in Diagnostic Imaging in which the basic fundamentals of business will be discussed. This course will assist residents in accounting, marketing, strategic planning, organizational framework of a chiropractic radiology practice. Students will be able to identify potential markets, streamline practice growth, and have a basic understanding of the business culture related to health care. They will be able to apply these basic principles to their radiology practice. This course will assist students in identifying the marketing trends that are pertinent in the health care industry. As the health care market evolves it is necessary for the health care profession to understand the principles and applications of business in the health care environment. This will be a graduate level business course with a health care concentration.
RAD 5702 30 hours, 2 credits
Congenital Anomalies and Skeletal Dysplasias

A tutorial group (session) and laboratory course focusing upon congenital anomalies and skeletal dysplasias. This course represents an advanced level study of the pathologic / genetic and diagnostic imaging manifestations of congenital anomalies and skeletal dysplastic related disorders. Additional areas to be covered include epidemiology, general diagnostic criteria, advanced imaging, management, prognosis, and associated diseases. Identification of plain film radiographic abnormalities will be emphasized.

RAD 5704 30 hours, 2 credits
Principles of Diagnostic Imaging

A tutorial group (session) and laboratory course focusing upon principals of diagnostic imaging. This course represents an advanced study of the physical principals involved in obtaining plain film radiographs, radiation protection, radiobiology, and advanced imaging.

RAD 5706 30 hours, 2 credits
Teaching Practicum I

This course is the first in a series of three teaching practicum where the graduate student will be directing the instruction of professional level courses at NYCC. The student will take the responsibility of course director for one radiology course in the DC program. The teaching experience will vary, depending upon course offerings at the time, but will typically include one of the following: physics of diagnostic imaging, normal spinal radiological anatomy, normal extraspinal radiological anatomy, soft tissue and advanced imaging, radiographic positioning or an elective class. The MSDI student will act under the guidance of the MSDI director.

RAD 5802 30 hours, 2 credits
Special Topics in Clinical Radiology II

This course is a second look at an in-depth examination of a specific topic in radiology. The graduate student will assess the state of the current literature on a specific subject with purpose of communicating the information in the form of a case study suitable for publication. Content will be based on the subject selected and will discuss the epidemiology, pathogenesis, clinical presentation, diagnostic features with an emphasis on diagnostic radiology, treatments, prognosis and outcomes.

RAD 5806 30 hours, 2 credits
Teaching Practicum II

This course is the second in a series of three teaching practicum where the graduate student will be directing the instruction of professional level courses at NYCC. The student will take the responsibility of course director for one radiology course in the DC program. The teaching experience will vary, depending upon course offerings at the time, but will typically include one of the following: physics of diagnostic imaging, normal spinal radiological anatomy, normal extraspinal radiological anatomy, soft tissue and advanced imaging, radiographic positioning or an elective class. The MSDI student will act under the guidance of the MSDI director.

RAD 5902 30 hours, 2 credits
Special Topics in Clinical Radiology III

This course is an in-depth examination of four specific topics in radiology. The graduate student will assess the state of the current literature of four specific subjects with the purpose of communicating the information in the form of a presentation to interns enrolled in the doctor of chiropractic program and their supervising clinicians. The selected topics should be based upon clinical cases encountered by the graduate student during his/her residency and must include the following: three musculoskeletal case studies all of which must have plain films, at least one must be of the spine, and at least one must have advanced imaging; and one other case study, in either chest, abdomen, or neuroradiology areas. Content will be based on the subject selected and will discuss the epidemiology, pathogenesis, clinical presentation, diagnostic features with an emphasis on diagnostic radiology, treatments, prognosis and outcomes.
RAD 5906 30 hours, 2 credits  
Teaching Practicum III

This course is the third in a series of three teaching practicum where the graduate student will be directing the instruction of professional level courses at NYCC. The student will take the responsibility of course director for one radiology course in the DC program. The teaching experience will vary, depending upon course offerings at the time, but will typically include one of the following: physics of diagnostic imaging, normal spinal radiological anatomy, normal extraspinal radiological anatomy, soft tissue and advanced imaging, radiographic positioning or an elective class. The MSDI student will act under the guidance of the MSDI director.

RES 5210 30 hours, 2 credits  
Experimental Analysis

A didactic course designed to introduce the graduate student to typical methods in analyzing biomedical data using descriptive and inferential statistics. This course will help guide the graduate student in developing research studies, conducting statistical analyses and reading/evaluating the literature.

RES 5310 30 hours, 2 credits  
Experimental Design and Research Methodologies

A discussion meeting/on-line course designed to introduce the graduate student to typical biomedical research methods. This advanced course will require the student to critically review a number of current journal articles in their field of expertise.

RES 5410 30 hours, 2 credits  
Thesis I

This course is an intermediate step in the creation of the graduate student’s thesis project. The graduate student will determine a hypothesis or question to answer in the field of diagnostic imaging, perform a literature review and develop a research methodology to answer that question. Content will be based on the subject selected and will discuss the feasibility of the project, introduction, method, discussion, conclusion of the literature review, and sample, measures, design, procedures of the methodology.

RES 5810 30 hours, 2 credits  
Thesis II

This course is the second intermediate step in the creation of the graduate student’s thesis project. After having previously formulated a research hypothesis, performed a literature review and developed a research method, the student will examine the research data and present the results analysis. Content will be based on the subject selected and will discuss the data preparation, descriptive statistics and conclusion validity.

RES 5910 30 hours, 2 credits  
Thesis III

This course is the final step in the creation of the graduate student’s thesis project. After having previously formulated a research hypothesis, performed a literature review, developed a research method, analyzed the research results, the student will finalize the project by developing an introduction, discussing the results, giving recommendations and concluding on the project. Content will be based on the subject selected and will include the creation of a title page, structured abstract, introduction, methods, results, discussion, recommendations, conclusion and references. Emphasis will be placed on the introduction and discussion portions of the thesis, as the methods and results have been previously assessed.
Master of Science in Clinical Anatomy Program

Degree: Master of Science in Clinical Anatomy (MSCA)
Director: Jennette J. Ball, BS, MS, DC

PURPOSE STATEMENT

The Master of Science in Clinical Anatomy graduate degree program provides a comprehensive professional education that focuses on developing professional teachers of human applied clinical anatomy. Through New York Chiropractic College and cooperating institutions, students are trained in pedagogical technique and practical teaching experience to students of chiropractic, medicine, nursing, and other healthcare professions.

PROGRAM DESCRIPTION

The residency program is a two-year, full-time program devoted to the discipline of teaching anatomical sciences in clinical settings. It includes academic, pedagogical, and scholarly components. The program leads to a Master of Science degree in Clinical Anatomy. The graduate of the program will have expertise and experience to teach human gross anatomy, neuroanatomy, embryology and histology in a variety of educational and healthcare settings.

The program is rigorous, and students are selected on a competitive basis for limited openings. Applicants are chosen based upon academic credentials and an interview with the selection committee. MSCA student responsibilities include teaching in laboratories and lectures of various anatomical sciences courses, both at NYCC and at our partner institutions. Additionally, students are responsible for the design and completion of a master’s thesis.

ADMISSION TO THE MSCA PROGRAM

Candidates must apply by submitting an application to the Human Resources Department. Applicants must have a radiology course of at least CGPA 3.0 with no grade lower than a “C” in any anatomical science course.

It is recommended that the candidate have at least a 3.0 overall chiropractic college GPA. Applicants must hold a Doctor of Chiropractic degree and have successfully completed all National Board examinations.

Applicants must hold a bachelor’s degree or its equivalent from an accredited institution of higher learning.

A limited number of resident positions are available for the MSCA program. Residents are paid a competitive salary, are eligible to participate in NYCC’s benefits package, and also may qualify for postdoctoral grants with certain funding agencies.

Interested individuals should contact the Director of the Master of Science in Clinical Anatomy program for an application:
Jennette J. Ball, BS, MS, DC
Director of the Master of Science in Clinical Anatomy Program
New York Chiropractic College
2360 State Route 89
Seneca Falls, NY 13148
E-mail: jball@nycc.edu
Phone: (315) 568-3296

COURSE DESCRIPTIONS

AST 6556 2 credits
Preparation as a College Educator
Prerequisites: Entrance requirements

This interactive course will explore the elements of how to prepare and deliver courses at the college level. The content will include adult education theories, current educational research and course design. Class discussion and projects will include practical and theoretical aspects of course design including: parameters of learning objectives and syllabus design, decisions in course content, preparation and delivery, assessment design, analysis and grading and issues of instructional inclusiveness.
**CAN 5103**  
*Clinical Anatomy*  
2 credits

This course is an in-depth examination of regional gross anatomy examined in greater detail than presented in the NYCC Doctor of Chiropractic Program human gross anatomy sequence. Content will be presented regionally with emphasis on common clinical complaints associated with each region.

**CAN 5104**  
*Advanced Embryology*  
3 credits

This course is an in-depth examination of developmental anatomy, examined in greater detail than undergraduate courses. Content will be organized around development of major organ systems, with particular emphasis on developmental dysmorphologies that arise with abnormal growth and differentiation.

**RES 5210**  
*Experimental Analysis*  
2 credits

A didactic course designed to introduce the graduate student to typical methods in analyzing biomedical data using descriptive and inferential statistics. This course will help guide the graduate student in developing research studies, conducting statistical analyses and reading/evaluating the literature.

**CAN 5303**  
*Cross Sectional Anatomy*  
2 credits

This course reinforces the student’s core content knowledge of gross anatomy by teaching them how to clinically problem solve using cadaveric cross sections, plastic models, MRI and CT imaging. The student will also be instructed in how to prepare anatomical cross sections from cadaveric specimens.

**RES 5310**  
*Experimental Design and Research Methodologies*  
2 credits

A discussion meeting/on-line course designed to introduce the graduate student to typical biomedical research methods. This advanced course will require the student to critically review a number of current journal articles in their field of expertise.

**CAN 5402**  
*Special Topics – Embryology*  
2 credits

This course is an in-depth examination of a specific topic or topics in embryology, examined in greater detail than in the previous developmental anatomy course. Content will be determined after the first meeting of the class.

**CAN 5403**  
*Advanced Special Dissection*  
2 credits

A practical skill based course in which the students, under the direction of the course coordinator, will complete specific dissections upon a cadaver. The dissections will be prepared for the purpose of serving as demonstration specimens for the anatomy components of the D.C. and A.O.M. programs.

**RES 5410**  
*Thesis 1*  
2 credits

This course is an intermediate step in the creation of the graduate student's thesis project. The graduate student will determine a hypothesis, perform a literature review and develop a research methodology to answer that question. Content will be based on the subject selected and will discuss the feasibility of the project, introduction, method, discussion, conclusion of the literature review, and sample, measures, design, procedures of the methodology.

**RES 5810**  
*Thesis*  
2 credits

This course is the second intermediate step in the creation of the graduate student's thesis project. After having previously formulated a research hypothesis, performed a literature review and developed a research method, the student will examine the research data and present the results analysis. Content will be based on the subject
selected and will discuss the data preparation, descriptive statistics and conclusion validity.

**CAN 5504 4 credits**  
**Teaching Practicum**

In the second year of the program, the student will participate in the teaching of professional level courses at New York Chiropractic College and other participating institutions. This course is inclusive of all the teaching the MSCA student has performed. The teaching experience will vary, depending upon course offerings at the participating institutions and NYCC, but will typically include gross anatomy, neuroanatomy, embryology and histology. The MSCA student will act as an assist/co-lead instructor under the guidance of the particular course coordinator. The student will also be required to perform several guest lectures.

**RES 5910 2 credits**  
**Thesis 3**

This course is the final step in the creation of the graduate student's thesis project. After having previously formulated a research hypothesis, performed a literature review, developed a research method, analyzed the research results, the student will finalize the project by developing an introduction, discussing the results, giving recommendations and concluding on the project. Content will be based on the subject selected and will include the creation of a title page, structured abstract, introduction, methods, results, discussion, recommendations, conclusion and references. Emphasis will be placed on the introduction and discussion portions of the thesis, as the methods and results have been previously assessed. Guidance will be given how to prepare for an oral defense of the project.

**CAN 5201 2 credits**  
**Special Topics – Neuroanatomy**  
**Prerequisites:** Entrance requirements

This course is an in-depth examination of specific topics in neuroanatomy and neurophysiology, examined in greater detail than in the required prerequisite neurosciences sequence. Content will address clinical applications, with particular emphasis on developmental and acquired diseases and defects, and implications for health and well-being.

**CAN 5301 2 credits**  
**Special Topics – Histology**  
**Prerequisites:** Entrance requirements

This course is an in-depth examination of specific topics in histology, examined in greater detail than in the prerequisite cell and tissue biology prerequisite. Content will be organized around tissues and organ systems, with particular emphasis on organogenesis, genetic control of development, developmental defects, and implications for postnatal health and well-being. When resources permit, hands-on preparation and examination of histological specimens will be included in the course.

**CAN 5601 6 credits**  
**Thesis Research**  
**Prerequisite:** Approval of thesis director

Research toward a topic approved by the student's thesis committee. May be taken for 1 to 6 hours of credit, up to a maximum of 6 hours of credit.
The New York Chiropractic College Center for Postgraduate and Continuing Education offers a wide variety of seminars designed for practicing doctors of chiropractic and practitioners of acupuncture and Oriental medicine. Presented by practicing healthcare providers with established expertise in their fields, these seminars provide the field practitioner with important clinical perspectives in topics such as principles, diagnostic imaging, techniques, skills, neurodiagnostics, and alternative/complementary healthcare.

The Postgraduate department also offers a number of courses throughout the country for fulfillment of individual state license renewal requirements, in addition to diplomate and certificate programs.

Program credits can be utilized to fulfill the annual continuing education requirements of managed-care and health maintenance organizations.

For more information or a complete listing of all postgraduate programs, please call 800-434-3955, or visit our website at www.nycc.edu and click on POST-GRAD.
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Director of Accreditation  
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Patricia R. Merkle, BA

Director, Center for Career Development and Professional Success  
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Director, Bachelor of Professional Studies Program  
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Vice President of Enrollment Management  
Vacant at time of publication

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Director of Financial Aid  
Darrin L. Rooker, AAS, BS, MS

Director of Admissions  
Michael P. Lynch, BS

Director of Student Life and Title IX Coordinator  
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Director of Alumni Relations  
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Rhett Ticconi, BS

Human Resources Manager  
Christine McDermott, AAS, BS

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Vice President of Institutional Advancement  
Peter Van Tyle, BA, MA, JD, LLM
Faculty

FULL-TIME FACULTY

BASIC SCIENCES

Aberant, David S.
Associate Professor. MS, C.W. Post Center of Long Island University, 1970; BS, Kings College, 1965

Arar, Ilija
Associate Professor. DC, New York Chiropractic College, 2000; MEd, Syracuse University, 2006; BS, McMaster University, 1994

Ball, Jennette J.
Director, Master of Science in Clinical Anatomy Program/Assistant Professor. DC, New York Chiropractic College, 1997; BS, Excelsior College, 1997; MS, New York Chiropractic College, 2010

Balliett, Mary E.
Professor. DC, New York Chiropractic College, 1988; MS, New York Chiropractic College, 2008; BS, Cornell University, 1976

Barr, Deborah A.
Professor. ScD, Boston University, 1988; MS, Texas A & M University, 1982; BS, Colorado State University, 1979

Cunningham, Christine M.
Associate Professor. MS, SUNY Stony Brook, 1988; BS, SUNY Stony Brook, 1981; AS, SUNY Morrisville, 1979

Gana, Karen M.
Assistant Professor. PhD, University of Louisville, 1981; BS, Villanova University, 1977; AAS, Mid America College of Funeral Service, 2001

Hartwell, Sandra J.
Assistant Professor. DC, New York Chiropractic College, 1996; MS, New York Chiropractic College, 2013; BS, Regents College, 1996; AA, Cayuga Community College, 1991

Koo, Kwok Keung
Associate Professor. PhD, Hong Kong Polytechnic University, 2002; MA, Hong Kong Polytechnic University, 1995; BA, Hong Kong Polytechnic University, 1992

Mittak, Veronica L.
Assistant Professor. DHEd, ATSU School of Health Management, 2009; MPH, ATSU School of Health Management, 2006; BA, University of Wisconsin, 1985

Philomin, Chithambaram S.
Associate Professor. MBBS, Stanley Medical College, 1990; MSc, Madras Medical College, 1969; BSc, Queen Mary’s College, 1964

Thomadaki, Maria
Associate Professor. DC, New York Chiropractic College, 1994; BS, Regents College, 1994

Walker, Robert A.
Professor. PhD, Kent State University, 1989; MA, Kent State University, 1982; BA, University of Arkansas, 1980

Zumpano, Michael P.
Director, Anatomy Center/Professor. DC, New York Chiropractic College, 2006; PhD, SUNY Buffalo, 1997; MA, SUNY Buffalo, 1994; BA, SUNY Buffalo, 1992

CHIROPRACTIC CLINICAL SCIENCES

Bedle, James C.
Assistant Professor. DC, Life Chiropractic College West, 2005; MS, Kaplan University, 2012; BA, University of Delaware, 2001

Bloom, Lisa K.
Professor. DC, New York Chiropractic College, 1990; BMus, Ithaca College, 1983

Bobak, Karen A.
Dean of Chiropractic Education/Associate Professor. EdD, St. John Fisher College, 2013; DC, National College of Chiropractic, 1986; BS, National College of Chiropractic, 1984; BA, Canisius College, 1982
Cunningham, Brian M.
Associate Professor. DC, New York Chiropractic College, 1986; MS, Syracuse University, 2000; BA, Hofstra University, 1976; AAS, SUNY Farmingdale, 1974

Finn, Margaret M.
Professor. DC, New York Chiropractic College, 1992; MA, Marlboro College, The Graduate Center, 2001; BS, Pace University, 1977; AAS, Rockland Community College, 1974

Homack, Dennis M.
Associate Professor. DC, New York Chiropractic College, 1997; MS, Cornell University, 2005; BA, Stockton State College, 1993; AS, Ocean County College, 1990

Jarrett-Thelwell, Fiona D.
Associate Professor. DC, New York Chiropractic College, 1994; MS, New York Chiropractic College, 2012; BS, Concordia University, 1990

Lauretti, William J.
Associate Professor. DC, Western States Chiropractic College, 1989; BA, SUNY Albany, 1982

Loia, Vincent F.
Associate Professor. DC, New York Chiropractic College, 1981; BA, SUNY Buffalo, 1978

Marchese, Christopher A.
Associate Professor. DC, New York Chiropractic College, 1993; BS, New Jersey Institute of Technology, 1982

Mestan, Michael A.
Executive Vice President and Provost/Associate Professor. EdD, University of Rochester, 2013; DC, National College of Chiropractic, 1994; BS, National College of Chiropractic, 1991; MS, University of Rochester, 2011

Mollin, Hunter A.
Associate Professor. DC, New York Chiropractic College, 1980; BS, SUNY Stony Brook, 1977

Nicchi, Frank J.
President/Professor. DC, New York Chiropractic College, 1978; MS, Roberts Wesleyan College, 2003; BA, St. John’s University, 1973

Petters, David F.
Assistant Professor. DC, New York Chiropractic College, 1986; BS, SUNY Stony Brook, 1978

Plezbert, Julie A.
Professor. DC, National College of Chiropractic, 1986; BS, National College of Chiropractic, 1984; BS, George Williams College, 1980; AS, College of Dupage, 1977

Poirier, Jean-Nicolas
Dean of Academic Programs and Services/Associate Professor. DC, Université du Québec à Trois Rivières, 2001

Santipadri, Eileen C.
Assistant Professor. DC, Palmer College of Chiropractic, 1981; AS, Palmer Junior College, 1978

Sherwood, William H.
Associate Professor. DC, National College of Chiropractic, 1990; BS, National College of Chiropractic, 1989; BS, University of Northern Colorado, 1978

Warshel, Chad D.
Director, Master of Science in Diagnostic Imaging Program/Associate Professor. DC, Western States Chiropractic College, 1997; BA, California State University, 1994

Wells, Keith A.
Associate Professor. DC, Los Angeles College of Chiropractic, 1983; MA, Biola University, 2009; MA, Biola University, 2000; BS, SUNY College of Environmental Science and Forestry, 1977

Health Centers

Barwinczak, Lisa M.
Assistant Professor. DC, New York Chiropractic College, 2002; AAS, Cayuga Community College, 1998
Callahan, Erica
Assistant Professor. DC, New York Chiropractic College, 2007; BS, Roberts Wesleyan College, 2004; MS, New York Chiropractic College, 2010

Côté, Matthew C.
Senior Clinician/Professor. DC, New York Chiropractic College, 1980; MS, New York Chiropractic College, 2008

Demetres, John T.
Director, Bachelor of Professional Studies Degree Program/Instructor. DC, New York Chiropractic College, 2009; BA, Messiah College, 2006

Egan, Jonathon T.
Chief of Staff, Campus Health Center/Assistant Professor. DC, New York Chiropractic College, 2006; MPH, ATSU School of Health Management, 2006; BS, Brigham Young University, 1998

Feldman, Steven
Assistant Professor. DC, New York Chiropractic College, 1981; MS, New York Chiropractic College, 2008; BS, Hunter College of the City University of New York, 1976; AS, Bronx Community College, 1974

Hemsey, Charles A.
Assistant Professor. DC, Life Chiropractic College, 1981

Joseph, Janelle G.
Instructor. DC, New York Chiropractic College, 2006; BPS, New York Chiropractic College, 2004

LaFalce, John D.
Instructor. DC, New York Chiropractic College, 2006; MEd, Springfield College, 2000; BS, Springfield College, 1996

Maneri, Wendy L.
Chief of Staff, Seneca Falls and Rochester Health Centers/Dean of Chiropractic Clinical Education/Associate Professor. DC, New York Chiropractic College, 1999; MS, Roberts Wesleyan College, 2006; BS, Empire State College, 1998

Miller, Joseph A.
Associate Professor. DC, National College of Chiropractic, 1991; MS, New York Chiropractic College, 2012; MA, University of Maryland, 1985; BS, National College of Chiropractic, 1989; BS, SUNY Cortland, 1979; AA, SUNY College of Technology at Alfred, 1977

Nadeau, Ryan T.
Instructor. DC, New York Chiropractic College, 2008; BS, Bates College, 2004

Ruddy, Robert M.
Assistant Professor. DC, New York Chiropractic College, 1996; BA, New England College, 1980

Stevens, Gerald L.
Associate Professor. DC, New York Chiropractic College, 2001; MPH, SUNY Buffalo, 2007; MS, Louisiana State University Medical Center, 1995; BS, University of California Riverside, 1991

Wicks, Veronica A.
Associate Professor. DC, New York Chiropractic College, 1988; BS, C.W. Post Center of Long Island University, 1983

ACUPUNCTURE AND ORIENTAL MEDICINE

Easton, Darlene
Associate Professor. MS, New York College of Health Professions, 2000; BA, SUNY Stony Brook, 1989; AA, SUNY Farmingdale, 1987; MS, New York Chiropractic College, 2011

Ergil, Kevin V.
Professor. MS, American College of Traditional Chinese Medicine, 1989; MA, University of Washington, 1986; BA, University of California, 1983

Ergil, Marnae C.
Professor. MS, Pacific College of Oriental Medicine, 1999; MA, University of Washington, 1988; BA, Middlebury College, 1985

Li, Aizhong
Professor. PhD, Heilongjiang University of Traditional Chinese Medicine, 2008; MSc, Heilongjiang University of Traditional Chinese Medicine, 1984; BSc, Heilongjiang University of Traditional Chinese Medicine, 1978
LoFaro-O’Neill, Colleen E.
Associate Professor. MAc, New England School of Acupuncture, 2000; BS, SUNY Buffalo, 1993; BA, SUNY Buffalo, 1993

Wright, Jason A.
Dean, Finger Lakes School of Acupuncture and Oriental Medicine/Associate Professor. MS, Bastyr University, 1996; BS, Bastyr University, 1995

Zhang, Qunce
Associate Professor. PhD, Beijing University of Chinese Medicine and Pharmacology, 2012; MS, Charles Stuart University, 2008; BSc, Beijing University of Chinese Medicine and Pharmacology, 1985

APPLIED CLINICAL NUTRITION

Nickless, Peter G.
Assistant Professor. DC, New York Chiropractic College, 2000; MBA, University of Southern New Hampshire, 2012; BS, Excelsior College, 2012; MS, University of Bridgeport, 2009

HUMAN ANATOMY AND PHYSIOLOGY INSTRUCTION

Crocker, Robert A., Jr.
Founding Dean and Director, Master of Science in Human Anatomy and Physiology Instruction Program/Assistant Professor. DC, National College of Chiropractic, 1976; BS, National College of Chiropractic, 1975; BA, Boston College, 1973

LIBRARY

Boni, Bethyn A.
Library Director/Associate Librarian. MLS, SUNY Buffalo, 1996; BA, SUNY Potsdam, 1977

Christopoulos-Nutting, Suellen V.
Senior Assistant Librarian. MLS, Catholic University of America, 2003; BA, St. John Fisher College, 2000

Sheldon, J. Christopher
Associate Librarian. MLS, Syracuse University, 1990; BS, Westbrook College, 1983; AA, Westbrook College, 1980

RESEARCH

Burke, Jeanmarie R.
Dean of Research/Associate Professor. PhD, Indiana University, 1991; MS, Indiana University, 1987; BS, Iona College, 1983

Koo, Kwok Keung
Associate Professor. PhD, Hong Kong Polytechnic University, 2002; MA, Hong Kong Polytechnic University, 1995; BA, Hong Kong Polytechnic University, 1992

Papuga, Mark O.
Assistant Professor. PhD, University of Rochester, 2011; MS, Case Western Reserve University, 2004; BS, Syracuse University, 2000

FELLOWS

Carnevale, Brett J.
Fellow. DC, New York Chiropractic College, 2009; BS, SUNY Oswego, 2005

Chaney, Khalid H.
Fellow. DC, Life Chiropractic College, 2009; BS, California State University, 2004; AA, Laney Community College, 1995

RESIDENTS

Borgerding, Christopher T.
Resident. DC, Northwestern Health Sciences University, 2012; BS, Northwestern Health Sciences University, 2012.

Cavanaugh, Wesley M.
Resident. DC, University of Western States, 2009; BA, Coe College, 1997; BS, California State University, 1992; AA, Chaffey College, 1990

O’Meara, Carolyn S.
Resident. DC, Palmer College of Chiropractic-West, 2013; BA, University of Iowa, 2007
INSTRUCTIONAL STAFF

Arena, Lizabeth R.
Instructional Staff. BS, Bowling Green State University, 2008

Pittenger, Susan D.
Director, Center for Career Development and Professional Success/Instructional Staff. MS, SUNY Brockport, 1995; BS, SUNY Brockport, 1975

ADJUNCT FACULTY

BASIC SCIENCES

Coon, Scott D.
Adjunct Assistant Professor. DC, New York Chiropractic College, 1994; BA, SUNY Oswego, 1991

Lentini, Michael L.
Adjunct Assistant Professor. DC, National College of Chiropractic, 1991; BS, National College of Chiropractic, 1989; BA, Hamilton College, 1985

Philomin, Raj J.
Adjunct Associate Professor. MBBS, Kilpauk Medical College, 1990; PhD, Madras Medical College, 1986; MSc, Madras Medical College, 1968; BS, St. Joseph’s College, 1964

CHIROPRACTIC CLINICAL SCIENCES

Cohen, Jeffrey H.
Adjunct Assistant Professor. DC, Palmer College of Chiropractic, 1975; BA, University of Pittsburgh, 1967

Cohen, Joshua A.
Adjunct Instructor. DC, New York Chiropractic College, 2000; MS, University of Bridgeport, 2003; BA, University of Pittsburgh, 1995

DePoint, Megan A.
Adjunct Instructor. DC, New York Chiropractic College, 2009; BS, SUNY Cortland, 2005

DiMond, Mathew E.
Adjunct Instructor. DC, New York Chiropractic College, 2010; BA, Indiana University of Pennsylvania, 2006; BS, Indiana University of Pennsylvania, 2005

Graves, Meghan B.
Graduate Associate. DC, New York Chiropractic College, 2013; BS, St. John Fisher College, 2010

Gullo-Buzzetti, Crystal M.
Adjunct Instructor. DC, New York Chiropractic College, 2009; BS, Binghamton University, 2006; AS, Corning Community College, 2001

Ippolito, Christina C.
Adjunct Instructor. DC, New York Chiropractic College, 2012; MS, New York Chiropractic College, 2014; BS, Mount Union College at Alliance, 2009

Larsen, Kurt A.
Adjunct Instructor. DC, Northwestern College of Chiropractic, 1983

Majoris, Nathaniel
Adjunct Assistant Professor. DC, Palmer College of Chiropractic, 2002; BS, Mercyhurst College, 1999.

Motley, Jamie P.
Adjunct Assistant Professor. DC, Life Chiropractic College-West, 2009; MS, New York Chiropractic College, 2012; BS, Temple University, 2005

Napuli, Jason G.
Adjunct Associate Professor. DC, New York Chiropractic College, 2003; MBA, University of Binghamton, 2006; BA, Brooklyn College, 1999

Papenbrock, Lisa
Adjunct Instructor. DC, New York Chiropractic College, 2007; BS, Pennsylvania State University, 2004

Penkin, Michael J.
Graduate Associate. DC, New York Chiropractic College, 2013; BS, Alfred University, 2008

SanFilipo, Michael L.
Graduate Associate. DC, New York Chiropractic College, 2013; BS, Penn State University, 2009

Sullivan, Edward J.
Adjunct Assistant Professor. DC, Northwestern College of Chiropractic, 1991; BA, Hartwick College, 1987
VanLoon, Meghan B.
Adjunct Assistant Professor. DC, Northwestern College of Chiropractic, 1991; BS, Ithaca College, 1985

CHIROPRACTIC HEALTH CENTERS

Anderson, Jared J.
Adjunct Instructor. DC, New York Chiropractic College, 2012; BS, Canisius College, 2009

Carlino, Antonio
Adjunct Assistant Professor. DC, New York Chiropractic College, 2003; BA, SUNY Buffalo, 1999

D’Amico, John
Adjunct Instructor. DC, New York Chiropractic College, 1992

Danner, Jonathan J.
Adjunct Instructor. DC, New York Chiropractic College, 2009; BS, SUNY Buffalo, 2002

Dougherty, Paul E.
Adjunct Professor. DC, Logan College of Chiropractic, 1990; BA, Northwestern College, 1987

Dunn, Andrew S.
Adjunct Associate Professor. DC, New York Chiropractic College, 1999; MS, D’Youville College, 2005; MEd, Springfield College, 1996; BS, Springfield College, 1994

Formolo, Lance R.
Adjunct Instructor. DC, New York Chiropractic College, 2007; MS, New York Chiropractic College, 2008; BS, Wayne State University, 2004

Hopkins, Bradley J.
Adjunct Instructor. DC, New York Chiropractic College, 2009; MS, New York Chiropractic College, 2010; BPS, New York Chiropractic College, 2007

Kearney, Terence K.
Adjunct Assistant Professor. DC, Palmer College of Chiropractic-West, 1989; BA, San Jose State University, 1985

Kupferman, Lloyd H.
Adjunct Instructor. DC, New York Chiropractic College, 1981; BA, C.W. Post Center of Long Island University, 1978

Mangels, Ralph

Mayer, John
Adjunct Associate Professor. PhD, Syracuse University 2000; MS, Syracuse University, 1998; DC, National College of Chiropractic, 1991; BS, National College of Chiropractic, 1989; BS, SUNY Brockport, 1987

Montanaro, Christopher
Adjunct Instructor. DC, New York Chiropractic College, 2004; BS, Catawba College, 2001

Morgan, William E.
Adjunct Professor. DC, Palmer College of Chiropractic-West, 1985; BS, Regents College, 1996

Myers, Keith P.
Adjunct Associate Professor. MD, Uniformed Services University of Health Sciences, 2002; DC, Cleveland College of Chiropractic, 1991; BS, New Mexico State University, 1987

Nerli, Serge
Adjunct Associate Professor. DC, New York Chiropractic College, 1983; MS, University of Bridgeport, 1999

Rae, Lindsay R.
Adjunct Instructor. DC, New York Chiropractic College, 2008; BA, SUNY Genesee, 2000

SanFilipo, Fred L.
Adjunct Assistant Professor. DC, New York Chiropractic College, 1981; BS, St. Bonaventure University, 1978

Sokolowski, Mark D.
Adjunct Instructor. DC, Palmer College of Chiropractic, 1985

Surasky, Scott N.
Adjunct Associate Professor. DC, New York Chiropractic College, 1981; BFA, New York Institute of Technology, 1974


**ACUPUNCTURE AND ORIENTAL MEDICINE**

**Arar, Ilija**
Associate Professor. DC, New York Chiropractic College, 2000; MEd, Syracuse University, 2006; BS, McMaster University, 1994

**Barts, Sarah J.**
Adjunct Instructor. MA, Immaculata University, 2011; BS, University of Wisconsin-Stout, 2000

**Bidwell, Amy J.**
Adjunct Instructor. PhD, Syracuse University, 2012; MS, Syracuse University, 2007; BS, SUNY Brockport, 1999

**Bone, Kerry H.**
Adjunct Professor. BA, Melbourne University, 1976

**Clare, Bevin A.**
Adjunct Associate Professor. MSc, University of London, 2007; BS, Harvard and Lesley Universities, 2005

**Freeman, Katherine C.**
Adjunct Assistant Professor. MS, Georgetown University, 2001; MS, Tia Sophia Institute, 2004; BA, Rice University, 2000

**Heck, Heather A.**
Adjunct Assistant Professor. DC, New York Chiropractic College, 2008; MS, New York Chiropractic College, 2008; MPH, A.T. Still University, 2006; BS, Youngstown State University, 2003

**Mull, Lorraine N.**
Adjunct Instructor. PhD, Teachers College, Columbia University in the City of New York, 2013; MS, Teachers College, Columbia University in the City of New York, 2013; MS, Columbia University in the City of New York, 2008; BA, New York University, 2007

**Regalla, Sylvia H.**
Adjunct Assistant Professor. MD, SUNY Buffalo, 1975; MS, New York Chiropractic College, 2008; BA, University of Buffalo, 1970

**Schuler, Corey B.**
Adjunct Instructor. DC, Northwestern Health Sciences University, 2007; BS, Valparaiso University, 2002; MS, University of Bridgeport, 2011

---

**Applied Clinical Nutrition**

**Anthony, Dorothy J.**
Adjunct Assistant Professor. DC, Cleveland Chiropractic College, 1979; AA, Maple Woods Community College, 1975
Wang, Long
Adjunct Assistant Professor. PhD, Purdue University, 2007; MM, Hebei Medical University, 2000; BM, Hebei Medical University, 1997

Zdilla, Matthew J.
Adjunct Assistant Professor. DC, New York Chiropractic College, 2006; BS, University of Pittsburgh, 2003

HUMAN ANATOMY AND PHYSIOLOGY INSTRUCTION

Bell, Frank B.
Adjunct Assistant Professor. DC, Cleveland Chiropractic College, 1988

Bull, Karen Z.
Adjunct Assistant Professor. MEd, University of Maine, 2005; BS, Allegheny College, 2003

Germano, William J.
Adjunct Assistant Professor. DC, New York Chiropractic College, 1991; MS, New York Chiropractic College, 2012

Hollar, Jeffrey A.
Adjunct Assistant Professor. MS, New York Chiropractic College, 2012; MS, James Madison University, 1990; BS, James Madison University, 1987

Lancraft, Thomas M.
Adjunct Associate Professor. MA, University of California, Santa Barbara, 1982; BA, University of California, Santa Barbara, 1977.

Martin, Carla A.
Adjunct Assistant Professor. PhD, SUNY Buffalo, 1985; BS, SUNY Geneseo, 1976

Patton, Kevin T.
Adjunct Professor. PhD, Union Institute and University, 1987; MS, Southern Illinois University at Edwardsville, 1984; BA, Saint Louis University, 1980

Petrocco-Napuli, Kristina L.
Adjunct Associate Professor. DC, New York Chiropractic College, 2003; MS, Syracuse University, 2006; BS, University of Arizona, 1998

Simolo, Amy M.
Director, Academy for Teaching Excellence/Instructional Staff. MS, University at Albany, 2010; BS, Cazenovia College, 2001; AAS, Cazenovia College, 1999
Travel Directions to NYCC

To Seneca Falls via major highways:

From the New York City area and New Jersey, take I-80 west into Pennsylvania and I-380 to I-81 near Scranton. Take I-81 north through Syracuse to I-90 (New York Thruway). Take Thruway west to Exit 41 and follow local directions below.

From Rockland, Orange and Sullivan counties take Route 17 to Binghamton and I-81 north.

Reach I-81 from Philadelphia area via PA Turnpike NE Extension, or from western PA via I-80.

From New England take I-90 (MA Turnpike) west to Albany; continue on I-90 (NY Thruway) to Exit 41.

From Buffalo and points west, take I-90 east (becomes NY Thruway at Buffalo) to Exit 41 and follow local directions below.

From Ithaca area, take Route 89 north directly to campus. From Corning area take Route 414 north to Seneca Falls; turn right at traffic light (Bayard St.) and continue to campus.

Local directions:

From Thruway Exit 41, (Waterloo/Clyde) turn right onto Route 414 south. Turn left at first traffic light (Route 318) and continue 3 miles to end. At stop sign turn left for 50 yards, then right onto Route 89 south. Take 89 three miles to campus. Main entrance is 200 yards beyond the 4-way stoplight.

2360 Route 89
Seneca Falls, NY 13148-0800
Telephone 800-234-6922 (NYCC) or 315-568-3040
Fax 315-568-3087
Web www.nycc.edu
**FALL TRIMESTER, 2014**

*September 10 – December 19, 2014*

<table>
<thead>
<tr>
<th>Event</th>
<th>Date</th>
</tr>
</thead>
<tbody>
<tr>
<td>Beginning of 10th Trimester (DC students)</td>
<td>Monday, August 18</td>
</tr>
<tr>
<td>Labor Day</td>
<td>Monday, September 1</td>
</tr>
<tr>
<td>Classes Begin</td>
<td>Wednesday, September 10</td>
</tr>
<tr>
<td>Drop/Add Course Deadline</td>
<td>Friday, September 19</td>
</tr>
<tr>
<td><em>Last Day to Officially Withdraw from Classes</em></td>
<td>Friday, November 14</td>
</tr>
<tr>
<td>Thanksgiving Recess (no classes)</td>
<td><strong>Wednesday, November 26 – Sunday, November 30</strong></td>
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<tr>
<td>End of 10th Trimester (DC students)</td>
<td>Monday, November 24</td>
</tr>
<tr>
<td>End of Trimester</td>
<td>Friday, December 19</td>
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</table>

**WINTER TRIMESTER, 2015**

*January 7 – April 17, 2015*

<table>
<thead>
<tr>
<th>Event</th>
<th>Date</th>
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<tr>
<td>Beginning of 10th Trimester (DC students)</td>
<td>Monday, December 22, 2015</td>
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<tr>
<td>Classes Begin</td>
<td>Wednesday, January 7</td>
</tr>
<tr>
<td>Drop/Add Course Deadline</td>
<td>Friday, January 16</td>
</tr>
<tr>
<td>Martin Luther King, Jr.’s Birthday (no classes)</td>
<td>Monday, January 19</td>
</tr>
<tr>
<td>President’s Day (no classes)</td>
<td>Monday, February 16</td>
</tr>
<tr>
<td><em>Last Day to Officially Withdraw from Classes</em></td>
<td>Friday, March 13</td>
</tr>
<tr>
<td>End of 10th Trimester (DC students)</td>
<td>Monday, March 30</td>
</tr>
<tr>
<td>End of Trimester</td>
<td>Friday, April 17</td>
</tr>
</tbody>
</table>

**SPRING TRIMESTER, 2015**

*May 6 – August 14, 2015*

<table>
<thead>
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<th>Event</th>
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</thead>
<tbody>
<tr>
<td>Beginning of 10th Trimester (DC students)</td>
<td>Monday, April 20</td>
</tr>
<tr>
<td>Classes Begin</td>
<td>Wednesday, May 6</td>
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<tr>
<td>Drop/Add Course Deadline</td>
<td>Friday, May 6</td>
</tr>
<tr>
<td>Memorial Day (no classes)</td>
<td>Monday, May 25</td>
</tr>
<tr>
<td>Independence Day (no classes)</td>
<td>Friday, July 3</td>
</tr>
<tr>
<td><em>Last Day to Officially Withdraw from Classes</em></td>
<td>Friday, July 10</td>
</tr>
<tr>
<td>End of 10th Trimester (DC students)</td>
<td>Monday, July 27</td>
</tr>
<tr>
<td>End of Trimester</td>
<td>Friday, August 14</td>
</tr>
</tbody>
</table>

The Academic Calendar applies to all programs offered at New York Chiropractic College.

* This date is only for courses which meet for the full 15 weeks of the trimester. For all other courses, the last day to withdraw with a grade of “W” is prior to completion of two-thirds of the course.

** College services will remain open on Wednesday of Thanksgiving recess. However, there are no classes or academic activity scheduled for any NYCC program (including online programs).

NOTE: FLSAOM clinical courses may begin the Monday of the first week of every trimester.
FALL TRIMESTER, 2015
September 9 – December 18, 2015

Beginning of 10th Trimester (DC students) ................................................................. Monday, August 17
Labor Day ..................................................................................................................... Monday, September 7
Classes Begin ............................................................................................................... Wednesday, September 9
Drop/Add Course Deadline ......................................................................................... Friday, September 18
*Last Day to Officially Withdraw from Classes .......................................................... Friday, November 13
Thanksgiving Recess (no classes) ............................................................................... Wednesday, November 25 – Sunday, November 29
End of 10th Trimester (DC students) ........................................................................ Wednesday, November 25
End of Trimester ......................................................................................................... Friday, December 18

WINTER TRIMESTER, 2016
January 6 – April 15, 2016

Beginning of 10th Trimester (DC students) ................................................................. Monday, December 21, 2013
Classes Begin ............................................................................................................... Wednesday, January 6
Drop/Add Course Deadline ......................................................................................... Friday, January 15
Martin Luther King, Jr.’s Birthday (no classes) ............................................................. Monday, January 18
President’s Day (no classes) ........................................................................................ Monday, February 15
*Last Day to Officially Withdraw from Classes .......................................................... Friday, March 11
End of 10th Trimester (DC students) ........................................................................ Monday, March 28
End of Trimester ......................................................................................................... Friday, April 15

SPRING TRIMESTER, 2016
May 4 – August 12, 2016

Beginning of 10th Trimester (DC students) ................................................................. Monday, April 18
Classes Begin ............................................................................................................... Wednesday, May 4
Drop/Add Course Deadline ......................................................................................... Friday, May 13
Memorial Day (no classes) ......................................................................................... Monday, May 30
Independence Day (no classes) .................................................................................. Monday, July 4
*Last Day to Officially Withdraw from Classes .......................................................... Friday, July 8
End of 10th Trimester (DC students) ........................................................................ Monday, July 25
End of Trimester ......................................................................................................... Friday, August 12

The Academic Calendar applies to all programs offered at New York Chiropractic College.
* This date is only for courses which meet for the full 15 weeks of the trimester. For all other courses, the last
day to withdraw with a grade of “W” is prior to completion of two-thirds of the course.

** College services will remain open on Wednesday of Thanksgiving recess. However, there are no classes or
academic activity scheduled for any NYCC program (including online programs).

NOTE: FLSAOM clinical courses may begin the Monday of the first week of every trimester.
Student Guide

New York Chiropractic College
2360 Route 89
Seneca Falls, NY 13148

Phone: 1-800-234-6922

Websites:
www.nycc.edu
http://aom.nycc.edu
www.nycchealthcenters.com
NEW YORK CHIROPRACTIC COLLEGE

2014-2016 Student Guide

ESSENTIAL INFORMATION

The information on this page is detailed elsewhere, but also presented here for quick reference. Please refer to relevant sections of the Guide for more complete information.

Emergency Telephone Numbers

Call Security at 3022 from any residence hall, office or College house phone. From elsewhere, call 315-568-3022 (Security) or 911 (Seneca County 911 Center).

ID Card

Students must obtain an identification card, carry it with them at all times on campus, and present it for positive identification upon request by a member of the NYCC faculty, staff or administration.

Official Communications

The College utilizes several mediums to communicate with students. Students are required to regularly monitor each of the communication mediums available to them. Official communication mediums include: student’s NYCC e-mail account (studentname@studentmail.nycc.edu), Student Portal, TextCaster (emergency alerts), campus mailbox and campus monitors.

Parking Permit

Students who have a motor vehicle must obtain a parking permit and display it properly on their vehicle. Those roadways and parking lots specified for student use may be used in accordance with the College’s parking regulations, which are distributed with the student orientation package.
### Abbreviated Campus Directory

<table>
<thead>
<tr>
<th>Department</th>
<th>Extension*</th>
<th>Building</th>
<th>Room</th>
</tr>
</thead>
<tbody>
<tr>
<td>Academic Affairs</td>
<td>315-568-3226</td>
<td>Administration</td>
<td>201A</td>
</tr>
<tr>
<td>Acupuncture &amp; Oriental Medicine</td>
<td>315-568-3113</td>
<td>Academic I</td>
<td>206B</td>
</tr>
<tr>
<td>Admissions</td>
<td>315-568-3040, 3065</td>
<td>Administration</td>
<td>104</td>
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<tr>
<td>Alumni Relations</td>
<td>315-568-3065</td>
<td>Administration</td>
<td>101</td>
</tr>
<tr>
<td>Health &amp; Fitness Center</td>
<td>315-568-3255, 3259</td>
<td>Health &amp; Fitness Center</td>
<td></td>
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<tr>
<td>Basic Sciences</td>
<td>315-568-3227</td>
<td>Academic I</td>
<td>206A</td>
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<tr>
<td>Bookstore</td>
<td>315-568-3133</td>
<td>Bookstore</td>
<td></td>
</tr>
<tr>
<td>Bursar</td>
<td>315-568-3073</td>
<td>Administration</td>
<td>103</td>
</tr>
<tr>
<td>Campus Health Center</td>
<td>315-568-3164</td>
<td>Academic I</td>
<td>102</td>
</tr>
<tr>
<td>Center for Career Development and Professional Success</td>
<td>315-568-3039</td>
<td>Academic I</td>
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<tr>
<td>Academy for Academic Excellence and Student Success</td>
<td>315-568-3064, 3123</td>
<td>Anatomy</td>
<td>LL 5</td>
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<tr>
<td>Chiropractic Clinical Sciences</td>
<td>315-568-3227</td>
<td>Academic I</td>
<td>206A</td>
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<tr>
<td>Communications</td>
<td>315-568-3146</td>
<td>Administration</td>
<td>101</td>
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<tr>
<td>Counseling</td>
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<td>Library</td>
<td>LL 7B</td>
</tr>
<tr>
<td>Educational Technology and Telecommunications</td>
<td>315-568-3127</td>
<td>Academic I</td>
<td>L 16</td>
</tr>
<tr>
<td>Emergency</td>
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</tr>
<tr>
<td>Ambulance</td>
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<td>Food Service</td>
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<tr>
<td>Student Technology Help Desk</td>
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<td>Administration</td>
<td>L 04</td>
</tr>
<tr>
<td>Library (main desk)</td>
<td>315-568-3244</td>
<td>Library</td>
<td></td>
</tr>
<tr>
<td>Media Library</td>
<td>315-568-3112</td>
<td>Library</td>
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<td>Lost and Found</td>
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<td>L 01</td>
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<td>Mailroom</td>
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<td>Administration</td>
<td>L 20</td>
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<td>Reception Desk</td>
<td>315-568-3000</td>
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<td>Registrar</td>
<td>315-568-3058</td>
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<td>Security</td>
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<td>L 01</td>
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<tr>
<td>Student Life (General)</td>
<td>315-568-3053</td>
<td>Academic I</td>
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<td>Housing</td>
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<tr>
<td>Title IX Issues</td>
<td></td>
<td></td>
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</tr>
</tbody>
</table>

*From a campus phone, the four-digit extension can be used (0 for the Reception Desk).

### Health Centers:

- **Depew**: 716-685-9631  
  4974 Transit Road, Depew, NY 14043
- **Levittown**: 516-796-4800  
  70 Division Avenue, Levittown, NY 11756
- **Seneca Falls**: 315-568-3166  
  2360 State Route 89, Seneca Falls, NY 13148
- **Henrietta**: 585-292-0642  
  1200 Jefferson Road, Suite 110, Rochester, NY 14623
- **Campus**: 315-568-3164  
  2360 State Route 89, Seneca Falls, NY 13148
I. Academic Affairs

A. Attendance Requirements

Attendance is expected in all classes at New York Chiropractic College. Additionally, students should note that certain Basic Sciences and Clinical Studies courses have specific laboratory attendance policies that must be followed to qualify for a passing grade in the course. These policies are articulated in the course syllabi provided to each student at the beginning of the trimester. The Chiropractic and AOM Health Center Manuals provide details regarding specific attendance policies during the clinical phase of the respective programs. Noncompliance with attendance policies will result in a grade of XF, in which case both lecture and lab components of the course must be repeated in their entirety.

The licensing requirements of various states differ widely. Certain states may require a standard of attendance which exceeds that of the College. It is the students’ responsibility to determine the requirements of the state(s) in which they may be planning to practice. The Center for Career Development and Professional Success and Registrar will provide students with information regarding these matters.

Lateness to class, within time limits set by instructors, may be recorded as a partial absence (such as 1/2), and arrival beyond the limit counts as a total absence for that class period. To protect their own attendance record, students should always verify that the correction is made if they have arrived after attendance is taken, or if they missed the first hour of a two-hour class.

In the case of extended absence, students are to notify their program’s Dean’s office, and the appropriate faculty will be notified. Students should consult with peers who attended class to obtain any and all information covered during that class time and notify faculty when they return to class.

New York Chiropractic College policy is that there are no “excused absences” for students missing classes (and class-related assignments such as clinic and rotations). However, there may be institutionally approved activities that will not negatively impact a student’s attendance record if approval is obtained in advance. Students should contact their Dean, Director, Chief of Staff or Health Center Administrator to obtain the appropriate paperwork.

B. Health Clearance Policies

1. Health Clearance Policy for Doctor of Chiropractic Program

New York Chiropractic College considers it in the best interest of Doctor of Chiropractic students to obtain appropriate and periodic health screenings. NYCC provides such health clearance examinations to all students through the Campus Health Center at no charge. The purpose of this evaluation is to ensure the health and safety as well as the overall ability of our students to participate fully as patients and students/interns in NYCC courses, including the clinical environment.

All first-trimester students, and any readmit or transfer students upon matriculation at NYCC are required to receive a complete physical examination, including conventional radiographic studies when clinically warranted. Based upon this information a clinician will clear the student for full, limited, or no participation in NYCC courses. Prior to the student receiving clearance, at the clinician’s discretion they may refer the student for further testing or evaluation.

During the fourth trimester, the student must make an appointment and have a reevaluation and an update of his/her case history.

Students are also required to report to the Campus Health Center for the purpose of updating their records if any change in health status occurs between examinations or when a referral is made by classroom or clinical faculty.

If any condition is revealed during the health clearance process or course of regular clinical care that may affect a student’s ability to participate fully in any NYCC course, the condition will be classified as requiring either a short term limitation or a long term limitation.

If a student seeks a health exemption (saying that the student cannot/should not participate or may be limited to partial participation in any or all NYCC courses), this
student must be examined by the Campus Health Center Chief of Staff or a clinician whom the Chief of Staff appoints. The Chief of Staff or his/her designee will perform the examination and a decision will be made regarding the extent of the limitation, either short term, or long term.

- If an evaluation determines that a short term limitation (6 weeks or less) is required, the clinician will work with the Campus Health Center Chief of Staff and/or the Dean of Chiropractic Education to develop an accommodation plan for this student. (An example of this would be the student has a broken ankle).

- If an evaluation is determined that requires a long term limitation (greater than 6 weeks) the clinician will notify the Campus Health Center Chief of Staff. The Dean of Chiropractic Education will be notified and will determine if an accommodation can be made or if the Technical Standards process will need to be initiated. (The Technical Standard process can be found in the Student Guide.)

In both situations, if a condition is revealed or the student seeks a health clearance exemption, the student must sign a release of information allowing appropriate disclosure of information to all concerned parties, including: course instructors, clinicians, Registrar, Dean of Chiropractic Education, and Dean of Chiropractic Clinical Education. Refusal to sign such a release will result in the temporary or permanent suspension of participation privileges in NYCC courses.

If the student wants to appeal a health clearance determination, it may be appealed to an ad hoc committee made up of the Dean of Chiropractic Clinical Education, a Chiropractic Clinical Sciences faculty member and a Health Center Clinician appointed by the Dean of Chiropractic Education. The committee will review the case and the decision of the committee will be final. The committee reserves the right to initiate a technical standards review if warranted.

The health center will notify any students who have not completed the health clearance policy and its significance by the beginning of week 8. By the end of week 10, the health center will provide the names of all students not cleared for participation or who have not completed the clearance process. The Registrar will place a “hold” on the student preventing the student from registering for classes. The health center will notify the registrar once the student has met the health clearance requirements so that the “hold” can be removed.

If the student is not cleared for participation as per the technical standards of the College, the student must withdraw from the course and/or the program.

2. Health Clearance Policy for MSA/MSAOM Programs

All students in the MSA/MSAOM programs are required to participate fully both in practicum-based courses and as patients and student practitioners throughout the program. Participating in these activities and roles is fundamental to the learning experience. If an injury or illness should arise that might compromise the student’s health or the health of others, it is the student’s responsibility to alert the lead instructor to the injury or illness immediately.

A lead instructor has the discretion to exempt a student from participation in class for up to one week for illness or injury. A student who presents with a more serious illness or injury that may lead to longer-term or permanent disability must provide appropriate documentation to the lead instructor, who will forward the documentation for review to the appropriate committee.

C. Anatomy Laboratory Policy

Improper or unprofessional handling of cadaveric material is punishable by the laws of New York State. Furthermore, the College views such action or behavior as warranting appropriate disciplinary action. Photography of cadaveric materials in the Gross Anatomy laboratory is not permitted. This includes video photography and still photography, including cell phone cameras.

The NYCC Anatomy Laboratory meets all state and federal safety requirements. NYCC cares about the health of its students, faculty and staff. Concentrations of chemicals in the laboratory are monitored, and chemical levels are maintained well below the requirements of
OSHA standards. Remember that your instructors are concerned about this as well, as they are exposed to these chemicals for up to 12 hours or more per week, 45 weeks a year, year in and year out. Chemicals used in the embalming fluid may include phenol, formaldehyde, methyl alcohol, glycerin, and water. Material Safety Data Sheets are maintained by the Anatomy Department laboratory coordinator and are available for viewing by any interested parties. Anyone desiring additional protection may purchase a chemical protective mask through the NYCC Bookstore or elsewhere.

D. CHIROPRACTIC ADJUSTING POLICY

Since its inception, the chiropractic profession has, as its primary method of treatment, utilized the adjustment for the correction of biomechanical and neurophysiological dysfunction. New York Chiropractic College prohibits the unauthorized and unsupervised use of any chiropractic technique on students or patients.

The application of any chiropractic adjusting procedure must be done under the supervision of the licensed DC faculty of New York Chiropractic College. Administering unauthorized or unsupervised chiropractic techniques may constitute the unlicensed practice of chiropractic and could affect future licensure.

Therefore, any student who administers, receives, or observes an unsupervised and/or unauthorized chiropractic adjustment or manipulation is obligated to report such activity to the Dean of Chiropractic Education or respective Chief of Staff/Health Center Administrator, who will then determine if there is cause for appropriate disciplinary action. Such action may include a judicial hearing and possible sanctions, dependent upon the outcome of the hearing.

Chiropractic Adjustment Definition

The chiropractic adjustment is defined as any chiropractic therapeutic procedure that uses controlled force, leverage, direction, amplitude, and velocity directed at specific joints or anatomic regions. Chiropractors commonly use such procedures to influence joint and neurophysiological function. Manipulation is defined as a manual procedure that involves a directed thrust to move a joint past the physiological range of motion without exceeding the anatomic limit. These definitions are to be considered together as one with regard to College policy prohibiting unsupervised chiropractic adjusting by any student.

Therefore, any thrust or impulse that appears to move a joint past its physiological range of motion and into its paraphysiological space will be regarded as a chiropractic adjustment for the purposes of enforcing NYCC policy. In addition, any other chiropractic procedure that does not use a specific thrust but does use a controlled force applied in a specific direction in an attempt to influence joint mechanics and/or neurophysiological function likewise will be regarded in the same manner. Furthermore, any procedure or technique that is performed with a therapeutic intent but that does not fit exactly into the aforementioned definitions may also be considered in the same manner as an unauthorized chiropractic adjustment.

The Doctor of Chiropractic Program at NYCC provides regular opportunities for DC students to practice chiropractic adjusting skills in supervised settings. These opportunities include open technique labs as well as technique clubs. All students who participate in open technique labs or technique clubs, as either a student doctor or as a student patient, must be matriculated DC students who have been cleared for participation through the Doctor of Chiropractic Health Clearance Policy in the Campus Health Center and have successfully completed all first and second trimester Doctor of Chiropractic technique courses. After meeting these criteria, students are authorized to practice only those chiropractic adjusting procedures that are taught as part of the NYCC chiropractic technique curriculum.

NYCC prohibits the unauthorized or unsupervised use of any chiropractic adjusting technique on students or patients. Further, students participating in these opportunities do so only for the educational advantages that they offer. Any technique or procedure that is performed with a therapeutic intent is strictly prohibited. Any student failing to follow this policy will be subject to judicial review and possible disciplinary action under the Code of Student Conduct and Ethics.
E. **ACUPUNCTURE TREATMENT AND HERBAL RECOMMENDATION POLICY (MSA/MSAOM PROGRAMS)**

New York Chiropractic College prohibits the unauthorized and unsupervised use of any acupuncture needling techniques, electrical stimulation, or herbal recommendation. The application of these Oriental medicine procedures must be done under the supervision of NYCC’s licensed faculty. No individual is to be treated in the College’s health centers or outpatient clinics unless a completed case history is on file. Any student who administers prohibited techniques or treatment without proper supervision or authorization may be subject to immediate dismissal from the program.

F. **RELIGIOUS OBSERVANCES**

New York Chiropractic College is a private, nonprofit institution chartered by the Board of Regents of the State of New York. The College publishes an academic calendar that informs all students and employees regarding holidays the College is closed. If any members of the student body or staff, by virtue of their religious beliefs and/or affiliation, choose to take additional time off from the College, they do so at their will. Attendance policies in each course make allowances for religious observances and emergencies upon completion of the necessary paperwork. Students should plan any absences for religious observances so as to comply with the attendance requirements of each course.

G. **LANGUAGE SKILLS**

All NYCC students must have the ability to read, write, and speak English at a level sufficient to successfully complete the course of study for their respective program. Therefore,—

1. students taking examinations in class will not be permitted to use any dictionary;

2. testing accommodations and tutoring through the Academy for Academic Excellence and Student Success will not be provided on the basis of English language competency alone;

3. in the absence of a documented disability, extra time will not be allowed for any tests, including outcomes assessment examinations;

4. at the discretion of each instructor, requests for explanations may be granted as needed.

H. **EXAMINATION PROCEDURES AND FINAL EXAMS**

Under ordinary circumstances, laboratory final examinations are scheduled during the 14th week of the trimester. Lecture final examinations are scheduled during the 15th week of the trimester. A Doctor of Chiropractic final examination schedule is published by Academic Affairs prior to the administration of the examinations. Students are advised that examinations are scheduled in the mornings and afternoons Monday through Saturday, and should plan accordingly. The College reserves the right to alter the usual scheduling of examinations, to include evening examinations.

**Makeup Examinations**

A student who is assigned a grade of I (incomplete) in a course will receive a letter of advisement at the time the grade report is issued. Makeup exams for lecture courses are scheduled during the first week of the new trimester. The student must contact the laboratory instructor to make arrangements for lab final makeup exams. In all cases, the outstanding course requirements must be satisfied within the first two weeks of the following trimester. A grade of F will be issued for those courses whose requirements are not met within the first two weeks. In exceptional circumstances related to the ability to take an examination, an I grade may be extended beyond the end of the second week of the new trimester. The student must petition for an extended approval from the faculty member and the appropriate Dean’s office. Petition forms may be obtained in the appropriate Dean’s office.

I. **GRADING POLICIES**

A description of NYCC’s grading system is presented in detail in the Catalog section of this document. The following information provides students with specifics in how to deal with grading issues that may arise.
1. **Grading Errors**

The most common errors in grades occur either in (1) transcription or (2) calculation of grades. A student whose grade on a grade report or transcript does not match the posted grade should contact the Registrar. A student who believes the posted grade to be incorrect should first contact the instructor, who will verify (1) whether or not the posted grade was the calculated grade; or (2) whether or not that grade was calculated correctly.

2. **Grade Changes**

A grade change from I to an earned grade is made by the end of the second week of the new trimester, and a student must complete all course requirements within this time frame. Other grade changes, to include those that would result from a successful grade appeal, must be made immediately following the term in which the grade was earned. If a student suspects an erroneous grade, it should be checked immediately according to the policy mentioned above on grading errors. All grade changes must be approved by the Dean of the program.

3. **Grade Appeals**

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

A student must first address the matter with the lead instructor of the course or the respective full-time clinician in matters pertaining to the assignment of clinical education grades.

If after doing so the student believes the grade to have been assigned in an arbitrary and capricious manner, the following steps must be observed no later than one week following the assignment of the grade. Where assignment of the grade occurs within one week of a trimester break, the steps must occur by the end of the first week of that trimester that immediately follows the assignment of the grade.

Students will address the matter in writing to the faculty member’s Dean or Director. This written appeal must include:

1. A copy of the course syllabus including the grading criteria.

2. The basis for the appeal, which must include evidence that the grade was:

   - not fairly assigned consistent with the established grading criteria, and/or
   - was assigned in an arbitrary or capricious manner.

The Dean or Director will discuss the matter expeditiously with both the involved faculty member(s) and the student with the intent of resolution. If the Dean or Director is the course director of the grade in question, the student shall contact the Executive Vice President and Provost (EVPP) for a designee to be appointed for this stage.

The Dean, Director, or Designee will render a decision to either:

- change the grade, or
- uphold the grade.

The student may thereafter appeal the decision to the EVPP (or his/her designee) within three class days following its receipt by student. Failure to do so constitutes a withdrawal of the appeal. The EVPP at his/her sole discretion, will render a decision to either:

- personally review appeal and render a final decision, or
- form a committee.

If the decision is to form a committee, the EVPP will appoint an ad hoc committee, comprised of two faculty members from within the discipline in which the appealed grade was obtained and one faculty member from another discipline. Written statements will be submitted to the committee, consisting of the Grade Appeal already submitted.
by the student. The committee, at its discretion may interview the student and any other person it deems relevant. The ad hoc committee will report its finding and recommendation to the EVPP, who will notify both parties of his/her final decision.

J. STANDARDS OF ACADEMIC PROGRESS

A student must meet the following academic measures in order to remain in good academic standing with the college. These measures apply to students matriculating in all NYCC degree programs. Failure to maintain good academic standing could result in the loss of financial-aid eligibility and/or dismissal from the program of study.

The policies and procedures described in this document should encourage students to take all appropriate action necessary to ensure academic success. Students whose academic performance falls below the required standards are so notified and, depending on performance level, may be subject to an Academic Plan to enable them to retain satisfactory academic performance. Students also are expected to utilize the academic services provided by the Academy for Academic Excellence and Student Success.

1. Notice of Academic Concern

A student will receive a Notice of Academic Concern whenever an academic event occurs, which may lead a student to fall below the minimum standard of academic progress if not corrected. A student receiving a Notice of Academic Concern is in good academic standing and retains all rights, privileges, and financial aid eligibility as a regular student. Some academic events which will automatically prompt a Notice of Academic Concern are:

a. A grade of F, XF, or WF is earned

b. Two or more grades of D are earned in one trimester

c. A term GPA below 2.0 during any trimester of enrollment

Students, whose academic performance reflects any of the above activity, should be aware that their future course scheduling and date of graduation may be impacted.

2. Standards of Academic Progress

A student must meet the following academic measures in order to remain in good academic standing with the college, and to continue to meet the U.S. Department of Education’s eligibility requirements for Federal Student Aid. These measures apply to students matriculating in all NYCC degree programs.

a. A student must achieve a cumulative GPA of 1.5 or better in their first trimester.

b. At the end of a student’s second trimester of enrollment, and thereafter, a cumulative GPA of 2.0 or higher must be earned.

c. Pace of program completion: to ensure a reasonable pace, a student must have successfully completed a minimum percentage of their cumulative attempted credit hours at the end of each term. An earned course grade of I, F, XF, WF or W is not considered to be successful completion of a course. Any credit hours, from accepted transfer courses, are included in the pace calculation as credit hours earned and attempted.

How the program pace (completion rate) is determined:

<table>
<thead>
<tr>
<th>Cumulative number of credit hours successfully completed</th>
<th>Cumulative number of attempted credit hours</th>
</tr>
</thead>
<tbody>
<tr>
<td>Required minimum program pace percentages:</td>
<td></td>
</tr>
<tr>
<td>35% during first trimester of enrollment</td>
<td></td>
</tr>
<tr>
<td>35% during second trimester of enrollment</td>
<td></td>
</tr>
<tr>
<td>50% during third trimester of enrollment</td>
<td></td>
</tr>
<tr>
<td>67% during fourth, and all subsequent, trimesters of enrollment</td>
<td></td>
</tr>
</tbody>
</table>

The maximum length of time to complete an academic program is 150% of the program’s total credit hours.

3. Academic Warning

A student in academic warning status has failed to meet the minimum requirements of the college’s standards of academic progress, and must meet the minimum standards by the end of the next trimester of enrollment. U.S. Department of Education regulations state that a
student in academic warning status may only receive federal student aid for one additional term before being required to meet the standards of academic progress to maintain their eligibility for funds. The student should meet with the director of the Academy for Academic Excellence and Student Success during the trimester to assess academic progress and receive assistance in developing effective learning strategies.

4. **Academic Dismissal**

A student is academically dismissed from their program of study if he/she has not met the standards of academic progress within one trimester immediately following a term of academic warning status, or is unsuccessful in their probation appeal attempt.

5. **Probation**

A student who has been academically dismissed may appeal to be placed in a probation status. Approval of the probation status allows the student to continue in their program, and reinstates federal financial aid eligibility for one trimester. Appeals will be considered by the college within guidelines set by the U.S. Department of Education (DOE). DOE guidelines stipulate that the student must explain the special circumstance that caused them to fail to meet the minimum standards of academic progress, and the student must also explain what has changed that would now allow the student to regain good academic standing.

6. **Academic Plan**

In some circumstances, a student may be placed on an academic plan where stated objectives must be met for the student to get back in good academic standing by a set point in time. Students who have been placed on an academic plan must meet the modified standards of academic progress outlined in the plan, or they will be academically dismissed.

K. **CLINICAL SERVICE COURSES**

Detailed information on specific policies related to the clinical service courses may be found in the Chiropractic Health Center Manual for students in the DC program and the AOM Health Center Manual for students in the MSA/MSAOM programs. These manuals are available both in print and online for students. Students are responsible for knowing and observing the policies set forth in the health center manual for their program.

**Health Center Assignment (Applies to DC Students)**

Materials pertaining to the Clinical Services phase of the DC curriculum and the College’s Health Center locations are accessible to all enrolled students at the Health Center Information and Resources page of the Student Portal. Included at this site are information and forms related to the Health Center application and assignment process. Throughout the program, students are directed to these resources and are encouraged to become familiar with the Health Center opportunities in order to make informed decisions about their preferences.

**Process and Timeline for Health Center Application, Assignment and Request to Change**

**Initial Health Center Application and Assignment**

Week 12 of 5th trimester (on Registration Day) – Students submit Health Center Application, indicating site preferences and including all supporting documentation.

Week 13 of 5th trimester - Students are notified of their Health Center assignments.

**Request for Change of Health Center Assignment**

Students must adhere to the following procedure to request a change in Health Center assignment:

Week 14 of 5th trimester through Week 2 of 6th trimester - Students have the opportunity to exchange assignments among their classmates. The Health Center Assignment Exchange Form (available online at the Health Center Information and Resources page at the Student Portal) must be completed, signed by all parties and submitted to the Assistant to the Executive Director of Health Centers by the end of Week 2 of 6th trimester.

Monday of Week 3 of 6th trimester - Any student not able to exchange Health Center assignments with a fellow student and wishing to request re-assignment, must submit a letter detailing the need for re-assignment along with all supporting documentation to the Assistant to the
Executive Director of Health Centers for review and
decision by a committee comprised of Health Center
Chiefs of Staff, Health Center Administrators, Executive
Director of the Health Centers, and representatives of
Enrollment Management and Financial Aid.

Week 4 of 6th trimester - Students are notified whether
their requests have been approved or denied.

Week 5 through Week 9 of 6th trimester - Students may
appeal the decision of the committee to the Dean of
Chiropractic Education. The Dean will be responsible for
making the final decision and notifying the student and
the committee.

For emergency circumstances that arise after the deadline
noted above (Monday of week 3 of 6th trimester), the
committee may convene on an ad hoc basis to consider
students’ requests for re-assignment. Students must
submit emergency requests along with all supportive
documentation to the Assistant to the Executive Director
of Health Centers as soon as possible after identification
of circumstances warranting the request. The above noted
process of review and appeal will take place as
expeditiously as possible.

L. PREPARING FOR LICENSURE

1. Preparing for Chiropractic Licensure

New York Chiropractic College offers each student in the
DC program the education and training necessary to
become a highly competent doctor of chiropractic. In
granting the DC degree, the College certifies that its
graduates have acquired the knowledge, skills and
attitudes needed to be successful chiropractic
practitioners. However, the College does not engage in
the licensure process. All authority regarding licensure
resides with the chiropractic licensing boards of the fifty
states and the District of Columbia, as well as those of
various other countries.

The role of NYCC, beyond providing education and
training, is to provide official transcripts of each student’s
academic performance to these various boards, and to
certify to them and to the National Board of Chiropractic
Examiners (NBCE) any specific information about a
particular student’s preparation that may be required.

Eligibility for initial licensure in all states is established by
examination, both written and practical. Nearly all state
boards now accept the NBCE examinations as the written
tests. Some states still require a practical (clinical)
examination to be passed as well; it must be taken in the
state where licensure is being sought. Following initial
licensure, your license must be renewed in accordance
with the schedule and standards of a particular state. The
renewal process in some states requires additional
(postgraduate) education periodically to assure that your
professional knowledge is current. NYCC’s Center for
Postgraduate and Continuing Education can provide for
continued professional development.

Licensure standards in the United States are not uniform
with respect either to preprofessional or chiropractic
educational requirements. In addition to varying widely,
these standards frequently are revised, often making any
fixed body of information about them lack currency. For
the same reason, it is difficult for any chiropractic
institution to comply at all times with both the
pre-professional and professional educational standards
of all states. The College’s Center for Career
Development and Professional Success provides a means
for students to seek employment, but does not keep
statistics on placement rates and success; the New York
State Education Department does not provide
information as to the program graduates in obtaining
jurisdictional licensure. It is thus the individual student’s
responsibility to ascertain the licensure standards of those
states in which (s)he contemplates practicing.

As an institution located in New York State, NYCC
maintains the pre-professional requirements and a DC
curriculum which conforms to this state’s standards.
NYCC provides full information and application
materials for NBCE and for New York State licensure,
and serves as a test site for all NBCE examinations.
Current information regarding specific instances in which
the DC program at NYCC does or may not meet
eligibility requirements for licensure in a particular state is
available in the Center for Career Development and
Professional Success.

National Board Examinations

Parts I, II and III of the examinations of the National
Board of Chiropractic Examiners are required by the
great majority of state boards of chiropractic, including
that of New York, as the written portion of the licensure examination. Additionally, many states (including New York) now accept NBCE Part IV as the practical component of their licensure examination. Applications and related materials are supplied by the Registrar’s office, to which completed applications must be returned for processing and mailing.

Eligibility criteria for the individual parts of the NBCE examinations are:

Part I: Students must have completed fourth trimester prior to the date of the test.

Part II: Students must have completed sixth trimester prior to the date of the test.

Physiotherapy: Students must have completed 120 hours of Physiotherapy prior to the test date.

Part III: Students must be within nine (9) months of their expected graduation date and must have successfully completed all of Part I.

Part IV: Students must have successfully completed all sections of Part I by the time of the application deadline, and be within six (6) months of graduation. Students must meet any additional eligibility criteria set by the New York (or other) State Board for Chiropractic.

Note: Students on special class schedules are evaluated individually, based on course work completed/scheduled to be completed prior to the test date.

Note: NBCE application procedures and deadlines are strictly enforced. Completed applications (except for Registrar processing) must be submitted to the Registrar on time to be processed and mailed before the application deadline. Questions regarding the application process and deadline dates should be directed to the Registrar’s office.

State Board Examinations

Eligibility criteria, application procedures and deadlines vary from state to state. Required documentation may include notarization, certification by college registrar, photos, official transcripts (chiropractic and/or pre-professional), etc. The Registrar’s office should be consulted for additional information.

2. Preparing for Acupuncture Licensure

New York Chiropractic College offers each student in the MSA/MSAOM programs the education and training necessary to become a highly competent acupuncturist (MSA) and practitioner of Chinese herbal medicine (MSAOM). In granting the MSA/MSAOM degrees, the College certifies that its graduates have acquired the knowledge, skills and attitudes needed to be successful practitioners of acupuncture and Oriental medicine.

However, the College does not engage in state licensure or national certification processes. All authority regarding licensure resides with the licensing departments of individual states, the District of Columbia, and foreign countries. All authority regarding national certification rests with the National Certification Commission of Acupuncture and Oriental Medicine (NCCAOM).

The role of NYCC, beyond providing education and training, is to provide official transcripts of each student’s academic performance and any specific information about a particular student’s preparation that may be required to the state licensing departments and/or to the NCCAOM.

Eligibility for initial licensure in most states is established by board examination in addition to educational requirements. Nearly all state licensing boards require the NCCAOM certification examinations for licensure. Following initial licensure, your license must be renewed in accordance with the schedule and standards of a particular state. The renewal process in some states requires additional (postgraduate) education periodically to assure that your professional knowledge is current.

Licensure standards in the United States are not uniform with respect either to preprofessional or acupuncture and Oriental medicine educational requirements. In addition to varying widely, these standards can be revised, often making any fixed body of information about them lack currency. For the same reason, it is difficult for any educational institution to comply at all times with both the pre-professional and professional education standards of all states. It is thus the individual student’s responsibility to ascertain the licensure standards of those states in which (s)he contemplates practicing.

NYCC maintains the pre-professional requirements and a curriculum that conforms to New York State’s standards.
for students entering into the MSA/MSAOM programs. Any student with a question regarding New York or other state licensure requirements should seek information from the Center for Career Development and Professional Success.

National Board Examinations

The national board exams offered by the NCCAOM are required for licensure by the majority of state licensing boards of acupuncture and Oriental medicine. Some states, however, do require additional educational hours and/or testing beyond that required by NCCAOM.

More detailed information on the eligibility requirements for NCCAOM board examinations and certifications can be obtained by writing to: NCCAOM, 76 South Laura Street, Suite 1290, Jacksonville, FL 32202, or by visiting their website at www.nccaom.org.

M. INSTRUCTIONAL TECHNOLOGIES

Assistance is provided by the instructional technologist for students who request help utilizing technology in their courses. Students are informed of available services through class presentations and the Academy for Academic Excellence and Student Success website and brochure. Faculty members may refer students for assistance as well as request in-course technology assistance.

II. Research

NYCC faculty engages in various research and scholarly activities that promote evidence-based clinical knowledge. The scholarship of our faculty incorporates multidisciplinary research methodologies towards a better understanding of the musculoskeletal system, functional neurophysiology, clinical diagnosis, and natural healthcare intervention therapies. Our research endeavors contribute to the foundations of chiropractic healthcare and the practices of acupuncture and Oriental medicine by integrating basic science concepts with clinical science theories. Research opportunities also exist in our master’s programs.

In addition, NYCC supports a core group of research faculty who conduct research on the neurophysiology of spinal manipulation, in vivo muscle properties, and the biomechanics of gait and posture. These research activities are conducted in a 7,000 square foot Research Center, which contains sufficient office and laboratory space to permit advanced studies in the areas of Human Biomechanics and Human Physiology. The Foot Levelers Biomechanics Laboratory incorporates a three-dimensional motion capture system, force plates, electromyography, and advanced mathematical modeling software to measure multisegmental joint motions and imposed joint forces, muscle activation patterns and movement kinetics during the performance of physical activities. The Neuromuscular Research Laboratory is fully equipped to understand physiologic adaptations that occur within muscles and the peripheral and central components of the nervous system. These laboratory facilities provide us with the opportunity to objectively measure clinical changes that may occur in response to natural healthcare intervention therapies.

Students participate in the research programs at NYCC in several ways:

1. They participate as subjects in applied and clinical research projects.
2. They serve as research assistants on scholarly projects conducted by NYCC faculty.
3. They are encouraged to write and submit scholarly research reports.

Faculty support student research through directed study courses. Directed study courses provide students with practical research experience by teaching them the following skills: (1) project development and proposal writing; (2) data collection and data analyses; and (3) manuscript writing. The directed study courses diverge across disciplines represented by NYCC faculty.
III. Library

A. HOURS OF OPERATION

The Library is open the following hours when classes are in session:

Monday-Friday: 7:45 AM - 11:00 PM
Saturday and Sunday: 11:00 AM - 11:00 PM

The Library is closed on all designated College holidays. Hours are subject to change. Any changes will be posted at the Library and noted on the overhead monitors. During trimester breaks Library hours are Monday through Friday, 8:30 AM to 4:30 PM, closed weekends.

The Library will close in the event the campus closes due to inclement weather conditions that would jeopardize the safety of students and employees per the Snow Closing Policy.

B. COLLECTION

NYCC’s holdings include books, periodicals, media materials, and electronic resources in chiropractic, acupuncture and Oriental medicine, nutrition, clinical anatomy, and related subjects. Links to the NYCC Library’s databases, journal subscriptions, and online catalog may be found using LibGuides at http://nycc.libguides.com/welcome or on the Library Webpage at www.nycc.edu.

C. SERVICES

1. Circulation

A valid NYCC ID card is required to charge out books, reserve materials, or media materials. Books may be borrowed for two weeks and, unless reserved by another patron, may be renewed twice. The overdue fine for late books is 15 cents per day. Extra copies of reserve materials may be borrowed overnight one hour before closing. The fine for overdue reserve materials is $5 per hour. Items are due one hour after opening the following day.

2. Media Materials

DVDs, videos, radiographs, skeletal materials, microscopes, lab slides, CDs, audiocassettes, and interactive multimedia are some of the items available for use in the Media Library. Of special interest is a collection of Materia Medica for use by students in the Oriental Medicine program. Most of the material is in-library use only to those with a valid NYCC ID; however, a select group of DVDs, videos, CDs and audiocassettes are available to circulate outside the Library. There is a limit of two titles per borrower, and media items may not be renewed. The overdue fine for late return of these materials is $1 per day per item.

3. Interlibrary Loan

Materials in all disciplines that are not owned by NYCC may be available, with some exceptions, through interlibrary loan. The Library staff will be pleased to assist students in obtaining interlibrary loan materials. Items may take up to two or more weeks to arrive. There is a limit of ten requests per trimester, with a charge of $11 per additional item.

4. Electronic Resources

The Library has desktop computers to search the online catalog, subscription databases and electronic journals; read eBooks; access the Internet; create documents with Microsoft Office products such as Word, Excel, and PowerPoint; and check e-mail. The Library also has wireless service for those who wish to use their own portable devices. Eligibility for access to a specific resource is based upon the terms of the licensing agreement signed by the Library, which limits off-campus access to current NYCC students, faculty, and staff. Those connecting to electronic resources from off campus must authenticate themselves by entering their Portal ID and password when prompted before access is allowed. It is strongly recommended that off-campus access to these resources use the Library link in the Portal or at http://nycc.libguides.com/welcome. The Library staff is available to assist with searches.

5. Reserve Materials

Required textbooks selected heavily used journal titles, and a variety of other materials are available behind the
main circulation desk as reserve materials. They may be used only in the Library for two-hour time periods. Reserve media materials are housed behind the media circulation desk.

6. Study Rooms

Group study rooms and quiet study areas are located around the perimeter of the Library. In the center is the Library Commons, an area with comfortable seating and flexible work-space groupings, computers, two large-screen TVs, and coffee and snack vending machines.

7. Printing

Printers, scanners and photocopiers are available on the main floor of the Library; the cost is 10 cents per page.

Please refer to the Library Handbook on the Library page at www.nycc.edu, or at the NYCC LibGuides http://nycc.libguides.com/welcome, for further details on the above policies and services.

IV. Information Technology

A. COMPUTER USE POLICY

The Information Technology (IT) Department has established several computer labs for Seneca Falls campus students and additional workstations for students at off-campus health centers. On-campus computer laboratories are equipped with the latest available software to enhance a student’s academic pursuits. Word processing, desktop publishing, database, Internet access, and curriculum courseware are available. Wireless Internet access is available to all currently registered students in most areas throughout the campus, residence halls, and off-campus health centers.

New York Chiropractic College’s administrative systems are intended to be used by authorized personnel. This includes faculty, staff, part-time employees, and supervised work-study students. Students are prohibited from placing any type of file on any administrative computing system. Classroom computers may be utilized by students when they are delivering a presentation to a class under an instructor’s auspices; otherwise, students should use the computers in the computer labs and the Library.

1. Policy

Student-accessible computers and network are the property of the College and are for the specific purpose of academic pursuits, tasks and communications at NYCC. It is imperative that students refrain from making any changes to settings or downloading software to the computers. They are not to be used for copyright infringement, hacking, gaining unauthorized access, plagiarism, gambling, or viewing, printing or downloading pornographic images, nor should electronic mail transmit information that would be reasonably considered offensive, disruptive, or defamatory. Messages containing inappropriate sexual comments or images, racial slurs, or offensive gender-specific and/or age-specific slights are not permitted. Inefficient and illegal Internet uses such as downloading music, file sharing, sending chain letters, flooding the system with mass mailings, and downloading viruses are also prohibited. Such uses are in direct violation of the NYCC Code of Student Conduct and Ethics (Section VII.C). Violators will be referred for disciplinary action.

2. Student Computer Locations

PC labs for student use are located on campus in the Academic I building and in the Library. Lab assistants are available to answer general computer and application support questions. Hours of operation are posted in the lab. Labs are also located in each of the off-campus health centers.

3. Student E-Mail

All students are provided with an NYCC e-mail account. Access to student e-mail is removed upon withdrawal from NYCC. The accounts of graduates will be removed after three months. All e-mail correspondence from the Administration and Portals will be sent to the NYCC student e-mail account. Use of the e-mail account must stay within the boundaries of the NYCC Code of Student Conduct and Ethics (Section VII.C). Violators will be referred for disciplinary action.
4. Student Portal

All students are provided with secure access to personal admission and academic information through Student Portal. Course information is also available through the Portal at the discretion of the instructors. Access to Student Portal is disabled upon withdrawal or graduation from NYCC.

5. TextCaster

TextCaster is a contracted service that enables rapid communication in the event of an emergency via text message to a mobile phone and/or e-mail. Enrollment is free. This service is used by the College only to communicate an emergency situation or weather-related closing or delay. It is not to be used to send any general or non-emergency messages.

In order to be activated, a student’s mobile device must be able to receive text messages and the usual cost to receive text messages will apply. E-mail-only service can be accommodated, if a student does not have access to a mobile texting device. Students are strongly encouraged to activate this service by contacting the Student Technology help desk.

6. Student Technology Help Desk

Support services are available for Student Portal, Internet, wireless network, e-mail and Desire2Learn learning management system (LMS) by contacting the Student Technology help desk by one of the following methods:

Phone (voice mail only): 3223
E-mail: nyconline@nycc.edu

B. Wireless Network Usage Policy

The major objective of NYCC’s IT Department is to assure the best possible service to the campus community. To secure quality service, students are required to follow the policy guidelines outlined below regarding computer hardware, software, and configuration. Failure to abide by the policy guidelines will result in disconnection from the wireless network until the IT Department verifies compliance.

Questions regarding compliance to any of the following guidelines should be directed to the IT Department by calling the Student Technology help desk at extension 3223, or e-mailing nyconline@nycc.edu. To assist NYCC students in obtaining compliance, IT personnel are available to inspect computers and assist with necessary changes.

1. Privacy Issues

Students should assume that all network resources, including but not limited to another student’s computer and college computers, are private. Any attempt to circumvent network or file security is strictly prohibited.

Students are strongly discouraged from sharing files across the network. If files are shared and security settings are configured improperly, other individuals may be able to gain access to your data. NYCC is not responsible for any loss of data caused by allowing others to access computers or computer files.

2. Usage of Peer to Peer (P2P) File Sharing Programs

Peer-to-peer file-sharing programs such as Kazaa, Morpheus, Imesh, etc., open individual computers and the NYCC network to many security risks. Running one of these programs makes an individual’s computer vulnerable to viruses and spyware that can be distributed by others using P2P programs.

Usage of any P2P programs to share files or download files from others is strictly prohibited. Computers on the network seen running these programs are subject to immediate disconnection from the wireless network. A student who has installed any P2P programs must remove or disable them in order to remain in compliance with the Wireless Network Usage Policy.

Usage of P2P file-sharing programs put individual computers as well as the NYCC network at risk. It is also against the law to download or distribute music files, movie files, or software programs according to federal copyright laws. Doing so may put an individual at risk of legal action. For more information regarding the legality of sharing music files, visit the Recording Industry Association of America at www.riaa.com.
3. **Anti-Virus Software**

An anti-virus software package that is able to be automatically updated via the Internet must be installed on all Windows Operating System computers that use the NYCC wireless network(s). It is the student's responsibility to obtain, install, and maintain this package. NYCC reserves the right to disconnect computers from the wireless network that are infected with a virus or found without an anti-virus software package installed.

4. **Port Scanning**

Scanning for computers on the network using port scanners or network-probing software including, but not limited to, packet-sniffers is prohibited. Viewing, copying, altering or destroying any data or connecting to another computer without permission of the owner is a violation of College policy. Attempts to breach network security will result in immediate disconnection from the wireless network.

5. **Servers**

Running a server of any kind is strictly forbidden. Some examples of servers are: FTP servers, gaming servers, Web servers, e-mail servers, Kazaa or other P2P file-sharing programs.

6. **Hardware**

There are several wireless access points in various locations. All of the access points are covered with a protective plastic shield to help guard against accidental contact. Tampering with these devices is prohibited. If an access point is not functioning properly, please alert the IT Department. Installation of personal wireless access points, network hubs or switches, or other types of networking equipment is prohibited.

7. **Outside Service Providers**

Only the College has authority to contract for housing services involving Internet (both high-speed and dial-up), wire telephone, cable television, satellite television and related, fee-based electronic transmissions. Consequently, individual student accounts regarding these services are not permitted.

8. **Summary of Civil and Criminal Penalties for Violation of Federal Copyright Laws**

Copyright infringement is the act of exercising, without permission or legal authority, one or more of the exclusive rights granted to the copyright owner under Section 106 of the Copyright Act (Title 17 of the United States Code). These rights include the right to reproduce or distribute a copyrighted work. In the file-sharing context, downloading or uploading substantial parts of a copyrighted work without authority constitutes an infringement.

Penalties for copyright infringement include civil and criminal penalties. In general, anyone found liable for civil copyright infringement may be ordered to pay either actual damages or "statutory" damages affixed at not less than $750 and not more than $30,000 per work infringed. For "willful" infringement, a court may award up to $150,000 per work infringed. A court can, at its discretion, also assess costs and attorneys' fees. For details, see Title 17, United States Code, Sections 504, 505.

Willful copyright infringement can also result in criminal penalties, including imprisonment of up to five years and fines of up to $250,000 per offense.

For more information, please see the website of the U.S. Copyright Office at http://www.copyright.gov, especially their FAQs at www.copyright.gov/help/faq.

The NYCC Wireless Network Usage Policy is subject to change without notice.

C. **TELECOMMUNICATION SERVICES**

1. **House Phones**

There are several house phones strategically placed on campus (Library, Dining Hall, Administration Building, Research Building, the lobby of Academic III Building) for the purpose of calling Security (3022) in the event of an emergency.

2. **Emergency Phones**

Each residence hall has an emergency phone on the outside of the building that will dial into the campus Security office (3022).
**D. Educational Technology**

Services are available to assist the College community in their effort to photograph, videotape or record authorized projects. Student requests for such support require prior authorization from appropriate College administrators. Generally, these services do not undertake the production of materials, including any computer output (e.g., Word documents, Excel spreadsheets or PowerPoint presentations) related to individual student tasks or projects.

1. **Requests for Equipment**

Requests from individual students or student groups (clubs, classes, etc.) for the use of services or equipment in the classroom are to be made either to the Office of Student Life or to the lead instructor. Please note that requests of this nature require three days’ prior notice and will be processed and served on a first-come, first-served basis.

2. **Requests for Services**

Student groups should submit their requests for the recording of events (videotape, audiotape, photographs, etc.) through the Office of Student Life at least 14 days prior to the event. These services will be provided based on the availability of equipment and/or resources. Unfortunately, the Educational Technology Department cannot guarantee that services requested will be provided. Groups requesting services that require the assistance of outside contractors also should contact the Office of Student Life to make arrangements with such contractors for their services.

The Educational Technology Department’s resources are limited and, therefore, the department cannot rent equipment or provide services to individual students. Equipment provided to classrooms for student work becomes the responsibility of the individual student making the request.

**V. Academy for Academic Excellence and Student Success (AAESS)**

**A. Purpose Statement**

Provide support and guidance for all stakeholders regarding best practices for achieving academic and professional excellence by:

- meeting the learner at their current level of achievement and helping them progress;
- fostering an attitude of lifelong learning and resourcefulness;
- collaborating with faculty and other campus services;
- providing quality assistance in the areas of advising, counseling, disabilities services, and tutoring.

**B. Tutoring Services**

Tutoring is available in specific subject areas on a limited basis to those students demonstrating need. Except for first-trimester students, a student must have a cumulative GPA of 2.50 or lower or faculty approval to be eligible for tutoring. Students must be currently enrolled in the course for which tutoring is requested. In order to receive tutoring, students must fill out an application for each course and obtain appropriate faculty signatures.

Tutors will be assigned based on availability and academic need. As determined by faculty feedback, students may be “bumped” when tutee slots are limited. Due to limited numbers of tutors, we cannot guarantee tutoring for all classes. Individual tutoring is not guaranteed, group sessions are the norm. No student can receive more than a total of 10 hours of tutoring per week. Tutoring hours per week in a given course cannot exceed the number of contact hours per week in the course. Students are expected to prepare adequately for all tutoring sessions. Tutoring is not a substitute for class attendance or individual study; and students must attend at least 80% of regularly scheduled classes, lectures, labs and tutoring sessions.
Students are also expected to notify tutors in advance of cancellations. Make-up sessions must be approved by AAESS. Tutors will only be required to wait 15 minutes for late arrivals. After that time the tutor will be paid for one hour of the session, but the time will not be made up. Students who miss two consecutive sessions without proper notification will be released from the tutoring program.

Any changes in tutors and/or subjects **MUST** be done through AAESS. Any problems arising with individual tutors and/or scheduling should be brought to AAESS.

Tutoring sessions will meet a minimum of once per week through the 13th week of the trimester for DC students and the 14th week for acupuncture students, if possible. There will be no new tutor assignments appointed after the 10th week of the trimester.

### C. LEARNING STRATEGIES

AAESS offers a variety of ways for students to improve their learning strategies. Individual, group, and class sessions may be scheduled to assess and improve study skills, time management, organization, memory, concentration, test taking, learning styles, note taking, textbook strategies, etc.

### D. SERVICES FOR STUDENTS WITH DISABILITIES

#### Policy Overview

Pursuant to several federal and state laws, including the Americans with Disabilities Act of 1990, as amended by the ADA Amendments Act of 2008 and Section 504 of the Rehabilitation Act of 1973, all qualified students with disabilities are protected from discrimination on the basis of disability and are eligible for reasonable accommodations or modifications in the academic environment to enable them to enjoy equal access to academic programs, services or activities.

New York Chiropractic College (NYCC or College) is fully committed to complying with the laws regarding equal opportunity for all qualified students with disabilities; promoting the full participation of otherwise qualified students in all aspects of campus life; and making reasonable accommodations as are necessary to ensure that its programs and activities do not discriminate, or have the effect of discriminating, on the basis of disability.

It has been our experience that nearly all accommodations requested at NYCC are directly related to academic activities. For that reason, some of the language of this policy refers specifically to academic accommodations. This is particularly true with regards to implementation (see Section 5) and the Appeals Process. Nevertheless, the policy applies to all programs and activities of New York Chiropractic College. Please contact the Director of the Academy for Academic Excellence and Student Success for further information and questions regarding non-academic accommodations.

NYCC, therefore, prohibits discrimination against any individual on the basis of physical or mental disability. It is also the policy of NYCC to provide reasonable accommodations to persons with disabilities unless such accommodations would impose an undue burden or fundamental alteration to the program in question.

Students with disabilities at NYCC are required to meet the same academic standards as nondisabled students at the College. Moreover, it is only through a student’s voluntary disclosure of his or her disability and request for accommodation(s) that NYCC can support the student’s needs.

This Policy extends to all rights, privileges, programs and activities, including admission, financial assistance, food service, housing, educational programming and others. NYCC encourages all students with disabilities to self-identify.

#### Definitions

**An individual with a disability** is a person with a physical or mental impairment that substantially limits one or more “major life activities.” Physical or mental impairments include, for example, specific learning disabilities, emotional or mental illness, blindness and visual impairments, deafness and hearing impairments, mobility impairments and some chronic illnesses. A person is considered to be an individual with a disability and legally protected if he/she has the disability, has a record of having the disability, or, for certain purposes, is
regarded as having the disability. An impairment that is episodic or in remission is a disability if it would substantially limit a major life activity when active. To the extent an applicable state or local law imposes a broader definition of “disability”, NYCC will apply the broader applicable definition.

Major life activities include, but are not limited to, caring for oneself, performing manual tasks, seeing, hearing, eating, sleeping, walking, standing, lifting, bending, speaking, breathing, learning, reading, concentrating, thinking, communicating and working. A major life activity also includes the operation of a major bodily function, including but not limited to, functions of the immune system, normal cell growth, digestive, bowel, bladder, neurological, brain, respiratory, circulatory, endocrine, and reproductive functions.

Substantially limits, means a material restriction of the duration, manner, or condition under which an individual can perform a major life activity exists when compared to the average person’s ability to perform that same major life activity. Temporary impairments that take significantly longer than normal to heal, long-term impairments, or potentially long-term impairments of indefinite duration may be disabilities if they are severe. The College will evaluate whether the impairment substantially limits any of the major life activities of a specific student, not whether the impairment is substantially limiting in general.

NYCC also will determine whether an impairment substantially limits a major life activity without regard to effects of mitigating measures such as medication, medical supplies, hearing aids, etc. For example, a student with hearing loss will still qualify as an individual with a disability, even though the individual may substantially improve his or her hearing impairment while using hearing aids. The one exception to this rule is eyeglasses or contact lenses. Because so many individuals wear corrective lenses, the effects of corrective lenses on one’s vision shall be considered in determining substantially limits. Thus, a student with good vision with corrective lens will not be considered disabled for the purposes of this policy.

A qualified student with a disability means an individual who, with reasonable accommodations to rules, policies or practices, the removal of barriers or the provision of auxiliary aids and services, meets the eligibility requirements for the receipt of services and the participation in programs or activities.

Reasonable Accommodation refers to an adjustment or modification in the academic environment that enables an individual to enjoy equal access to the College’s programs, services or activities. An example of an accommodation would be one that allows a student to complete the same assignment or test as other students, but with a change in the timing, formatting, setting, scheduling, response and/or presentation. The accommodation may not alter in any significant way what the test or assignment measures and may not pose an undue burden on the College. Personal aids and services, including help in bathing, dressing, or other personal care, are not required to be provided by postsecondary institutions.

Auxiliary aids and services refer to a wide range of devices and services that provide effective communication for students with disabilities. Examples of auxiliary aids and services are taped texts, note takers, interpreters, readers, videotext displays, television enlargers, talking calculators, electronic readers, Braille calculators, printers or typewriters, spelling dictionaries and telephone handset amplifiers.

Fundamental Alteration. While the College makes every effort to provide reasonable accommodations, it is not required to provide any aid or service or make any modification that would result in a fundamental alteration in the nature of its academic programs. In evaluating whether the requested program modifications would require substantial program alteration or would fundamentally alter academic standards or programs, the program administrator will consider the underlying academic reasons for the program components, the academic standards institutionalized in the program, whether the challenged components are consistent with the program standards, and how the requested accommodations would be inconsistent with the academic goals and standards of the program.

For example, where a course requirement is essential to the program of instruction taken by the student, NYCC is not required to waive the requirement. In addition, all students must meet any Technical Standards applicable to
the program(s) in which they are enrolled. Technical Standards and associated procedures are beyond the scope of this policy and are detailed elsewhere.

NYCC will determine whether or not the requested modification would result in the alternation or elimination of an essential program or course requirement. This decision may be based on pedagogical precepts and/or documented in the class syllabus. Sometimes the question hinges not on the course of study but the manner in which a specific course is conducted.

NYCC need not accommodate a student who poses a direct threat to health or safety to himself/herself or others, which means a significant risk to health or safety that cannot be eliminated by modification of policies, practices, or procedures, or by the provision of auxiliary aids or services. In determining whether a student poses a direct threat to health or safety, the College must make an individualized assessment, based on reasonable judgment that relies on current medical knowledge or the best available objective evidence, to ascertain: (a) the nature, duration, and severity of the risk; (b) the probability that the potential injury will actually occur; and (c) whether reasonable modification of policies, practices, or procedures will mitigate the risk.

**Undue Burden.** NYCC need not make modifications or provide auxiliary aids or services if it constitutes an undue burden. In determining whether or not an undue burden exists, the factors to be considered are the nature and cost of the action needed in the context of the overall financial resources of the College.

**Procedures to Obtain Accommodations**

Students with disabilities who wish to make a request for accommodations, modifications, auxiliary aids and/or services collectively as “accommodations.”

1. **Registering for Services**

To receive accommodations, students must register with AAESS. Students are encouraged to register with AAESS as early as possible. The process of obtaining and reviewing the necessary documentation as well as determining appropriate accommodations can be lengthy. Accommodations will not be provided until this process is complete. No student is entitled to accommodations unless he or she self-identifies and registers with the AAESS.

To begin the process, each student must submit documentation of his or her disability to the AAESS. Once the documentation is received, AAESS will invite the student to schedule an intake appointment to determine the student’s eligibility for accommodations and discuss the details of what may be provided.

During the intake meeting, the AAESS staff will review the student’s documentation and discuss which types of accommodations, modifications, aids and/or services may be reasonably necessary. AAESS may request additional documentation if it is incomplete, or if there are questions or inconsistencies with the student’s current impairment status and a requested accommodation(s).

If AAESS determines that the student is eligible, an accommodation plan will be developed. All accommodations are determined on a case-by-case basis.

2. **Documentation Requirements**

Appropriate documentation of disability must be provided so that AAESS may: determine the student’s eligibility for accommodation; and if the student is eligible, determine appropriate academic accommodations, modification, aids and/or services.

Disability documentation must include a written evaluation from a physician, psychologist or other qualified specialist that establishes the nature and extent of the disability and includes the basis for the diagnosis and the dates of testing. The documentation must establish the current need for accommodation. At a minimum, the documentation must include:
• **The credentials of the evaluator(s)**: The best quality documentation is provided by a licensed or otherwise properly credentialed professional who has undergone appropriate and comprehensive training, has relevant experience, and has no personal relationship with the individual being evaluated. A good match between the credentials of the individual making the diagnosis and the condition being reported is expected (e.g., an orthopedic limitation might be documented by a physician, but not a licensed psychologist).

• **A diagnostic statement identifying the disability**: Quality documentation includes a clear diagnostic statement that describes how the condition was diagnosed, provides information on the functional impact, and details the typical progression or prognosis of the condition. While diagnostic codes from the Diagnostic Statistical Manual of the American Psychiatric Association (DSM) or the International Classification of Functioning, Disability and Health (ICF) of the World Health Organization are helpful in providing information, a full clinical description will also convey the necessary information.

• **A description of the diagnostic methodology used**: Quality documentation includes a description of the diagnostic criteria, evaluation methods, procedures, tests and dates of administration, as well as a clinical narrative, observation, and specific results. Where appropriate to the nature of the disability, having both summary data and specific test scores (with the norming population identified) within the report is recommended. Diagnostic methods that are congruent with the particular disability and current professional practices in the field are recommended. Methods may include formal instruments, medical examinations, structured interview protocols, performance observations and unstructured interviews. If results from informal, non-standardized or less common methods of evaluation are reported, an explanation of their role and significance in the diagnostic process will strengthen their value in providing useful information.

• **A description of the current functional limitations**: Information on how the disabling condition(s) currently impacts the individual provides useful information for both establishing a disability and identifying possible accommodations. A combination of the results of formal evaluation procedures, clinical narrative, and the individual’s self report is the most comprehensive approach to fully documenting impact. The best quality documentation is thorough enough to demonstrate whether and how a major life activity is substantially limited by providing a clear sense of the severity, frequency and pervasiveness of the condition(s). While relatively recent documentation is recommended in most circumstances, common sense and discretion in accepting older documentation of conditions that are permanent or non-varying is recommended. Likewise, changing conditions and/or changes in how the condition impacts the individual brought on by growth and development may warrant more frequent updates in order to provide an accurate picture. It is important to remember that documentation is not time-bound; the need for recent documentation depends on the facts and circumstances of the individual’s condition.

• **A description of the expected progression or stability of the disability**: It is helpful when documentation provides information on expected changes in the functional impact of the disability over time and context. Information on the cyclical or episodic nature of the disability and known or suspected environmental triggers to episodes provides opportunities to anticipate and plan for varying functional impacts. If the condition is not stable, information on interventions (including the individual’s own strategies) for exacerbations and recommended timelines for re-evaluation are most helpful.

• **A description of current and past accommodations, services and/or medications**: The most comprehensive documentation will include a description of both current and past medications, auxiliary aids, assistive devices, support services, and accommodations, including their effectiveness in ameliorating functional impacts of the disability. A discussion of any significant side effects from current medications or services that may impact physical, perceptual, behavioral or cognitive performance is helpful when included in the report. While
accommodations provided in another setting are not binding on the current institution, they may provide insight in making current decisions.

- **Recommendations for accommodations, adaptive devices, assistive services, compensatory strategies, and/or collateral support services:** Recommendations from professionals with a history of working with the individual provide valuable information for review and the planning process. It is most helpful when recommended accommodations and strategies are logically related to functional limitations; if connections are not obvious, a clear explanation of their relationship can be useful in decision-making. While the post-secondary institution has no obligation to provide or adopt recommendations made by outside entities, those that are congruent with the programs, services, and benefits offered by the college or program may be appropriate. When recommendations go beyond equitable and inclusive services and benefits, they may still be useful in suggesting alternative accommodations and/or services.

Students who submit documentation that does not meet the above guidelines will be required to send a revised evaluation before being considered for accommodations. NYCC reserves the right to request additional documentation if necessary in order to fully evaluate any request for accommodation.

3. Determining Eligibility

If AAESS determines that the student has a disability and is a qualified student with a disability, it will determine the student’s reasonable accommodations on a case-by-case basis, taking into account the needs of the student, the course standards and essential requirements, and the educational environment. Eligibility for accommodations is determined through an examination of the student’s description of need and the thoroughness of his or her disability documentation. More particularly, accommodations are determined by AAESS in consultation with the student and with input from the faculty and staff, where needed.

In general terms, AAESS makes determinations regarding reasonable accommodations by examining the following:

- the barriers resulting from the interaction between the documented disability and the campus environment;
- the possible accommodations that might remove the barriers;
- whether or not the student has access to the course, program, service, activity or facility without an accommodation; and
- whether or not essential elements of the course, program, service, activity or facility are compromised by the accommodations.

In reviewing the specific accommodation requests by the student or recommended by the physician/evaluator, AAESS may find that while a recommendation is clinically supported, it is not the most appropriate accommodation given the requirements of a particular student’s academic program. In addition, AAESS may also propose clinically supported accommodations that would be appropriate and useful for the student, but which neither the student nor the evaluator have requested.

AAESS reserves the right to determine eligibility for accommodations based on the quality of the submitted documentation.

4. Accommodation Requests

Accommodations may include, but are not limited to: tape recorders; signing interpreters; note-takers; extended time testing; distraction-reduced testing setting; oral exams; use of computer/word processor for testing; electronic stethoscopes, alternatively formatted texts, etc.

For each term in which a student seeks accommodations, he or she must submit an Accommodation Request Form. Ideally, this should be submitted prior to the start of the term. Otherwise, requests for accommodation should be made as early as possible to allow AAESS sufficient time to review requests and documentation, and to make proper arrangements.

Accommodation may be compromised or denied if a request is not made in a timely manner. A disclosure of disability or request for an accommodation made to a faculty member, administrator or staff member, other than the staff of AAESS, will not be treated as a request
for an accommodation. Staff and faculty are specifically prohibited from providing accommodations as defined under this policy unless authorized by AAESS.

5. Implementation

Because accommodations and the disabilities they mitigate are highly individualized the process of implementation must be considered on a case-by-case basis as well. When notified by AAESS that an accommodation has been granted, the student will be provided with a letter to involved faculty describing the approved accommodation(s). The student must deliver the letter to the lead faculty member for any course in which the student desires accommodation. If necessary, faculty may contact AAESS with questions or concerns or for assistance in providing the necessary accommodation. Generally AAESS is responsible for making all necessary arrangements such as proctoring specially administered examinations, providing for note-taking services, acquiring special equipment, etc.

6. Denial of Accommodations

NYCC reserves the right to deny services or accommodations in the event that documentation does not comply with its guidelines for service eligibility or documentation, is out-of-date, incomplete or otherwise insufficient.

If the documentation provided by a student does not support the existence of a disability or the need for an accommodation, the student will be so advised. Students will be given the opportunity to supplement the initial documentation with further information from a physician, psychologist or other specialist.

NYCC is not required to provide an accommodation that compromises the essential requirements of a course or program, imposes an undue burden or that poses a direct threat to the health or safety of the student or others.

APPEALS POLICY AND PROCESS

Dispute Concerning Implementation of AAESS Approved Accommodation:

The Academy for Academic Excellence and Student Success (AAESS) works with students to determine appropriate accommodations. Once an accommodation is approved by AAESS, the expectation is that the accommodation will be implemented. Occasionally, a student believes that an AAESS approved accommodation is not being implemented properly, or a faculty member believes that the accommodation approved by AAESS is not feasible or is inconsistent with course objectives. The following procedures apply to these situations.

Level 1: Informal

a. If a student believes that an AAESS approved accommodation is not being implemented properly, the student should contact the AAESS Director. Similarly, if a faculty member questions the propriety of an AAESS approved accommodation, the faculty member should contact the AAESS Director.

b. The AAESS Director will communicate with the student and the faculty member in an effort to resolve the issue. If there is a mutually acceptable solution, the AAESS Director will document the resolution to the student and the faculty member.

c. If no resolution is mutually acceptable, the AAESS Director will issue a written finding with his/her decision, and it will be implemented immediately.

d. A student will not be harassed or have a negative consequence as a result of utilizing the informal or formal process (below).

Level 2: Formal

a. If the issue is not resolved to the student’s satisfaction pursuant to the above process, the student may file a written request for review with the Executive Vice President and Provost within seven (7) calendar days after receipt of the AAESS Director’s decision. The request shall include a brief statement as to the reason for appeal.

b. The Executive Vice President and Provost or his/her designee will review the information in the case file and may gather additional
information from the student, the faculty member, and the AAESS Director.

c. The Executive Vice President and Provost or his/her designee will issue a written decision. Absent extraordinary circumstances, the decision will be issued within fifteen (15) calendar days of his/her receipt of the formal appeal. This decision is not internally appealable.

Appeal of AAESS Denial of Accommodation

The following process applies to situations where a student disagrees with the AAESS Director’s decision that the student does not qualify for accommodation and/or the student disagrees with the nature or extent of the accommodations approved by the AAESS Director.

a. Within seven (7) calendar days after receipt of a decision by the AAESS Director as to the student’s accommodation request, the student may request review by the Executive Vice President and Provost or his or her designee. The request shall be in writing, and shall include a brief statement of the reason for appeal.

b. The Executive Vice President and Provost or his/her designee will review the information in the case file and may gather additional information from the student, the AAESS Director, and others, as may be appropriate.

c. The Executive Vice President and Provost or his/her designee will issue a written decision. Absent extraordinary circumstances, the decision will be issued within fifteen (15) calendar days of his/her receipt of the formal appeal. This decision is not internally appealable.

d. A student will not be harassed or have a negative consequence as a result of utilizing this appeal procedure.

e. NYCC understands that a student’s accommodation needs may change over time, and a student may make more than one application to AAESS for accommodation. This procedure will apply anew to any subsequent request for a different accommodation or subsequent request based on a newly diagnosed disability.

Confidentiality

NYCC recognizes that student disability records contain confidential information and are to be treated as such. Therefore, documentation of a student’s disability is maintained in a confidential file in the AAESS office and is considered part of the student’s education record. Information related to a disability may be disclosed only with the permission of the student, or as permitted by the College’s student records policy and federal law.

At the same time, however, a student’s right to privacy must be balanced against the College’s need to know the information in order to provide requested and recommended services and accommodations. Therefore, in the interest of serving the needs of the student, the provision of services may involve AAESS staff disclosing disability information provided by the student to appropriate College personnel participating in the accommodation process.

Information may also be disclosed to appropriate parties in a health or safety emergency if knowledge of the information is necessary to protect the health or safety of the student or other individuals. This is limited to a specific situation that presents imminent danger to a student, other students, or other members of the College community. Any release of information must be narrowly tailored considering the immediacy, magnitude, and specificity of information concerning the emergency. The amount of information that may be released is determined on a case-by-case basis.

Section 504/ADA Coordinator
NYCC has designated the following person as its Section 504/ADA Coordinator to coordinate the College’s Section 504 and ADA compliance efforts:

Director
Academy for Academic Excellence and Student Success
Office: Anatomy, Rm. LL7A
Phone: 315-568-3064

Inquiries regarding this Policy and all other disability-related issues should be directed to the Section 504/ADA Coordinator.
E. ACADEMIC ADVISING

Academic advising is coordinated through AAESS and provided by selected academic administrators and faculty members. Academic advising is available for all interested students. It is a goal of academic advising to provide preventative and interventional services in an effort to prevent academic difficulty. Academic advising is mandatory for students placed on academic warning or academic concern. If, after mid-trimester deficiency tracking, a student is identified as needing academic advising support services, an advisor will be assigned by the AAESS. It is then the student’s responsibility to schedule appointments with their assigned advisor to receive support in raising their academic status and succeed in their course of study.

VI. Counseling Services

Counseling is available for a broad range of concerns including personal, academic and family issues. Counseling sessions are available as either a one-time crisis intervention or an ongoing service. Referrals are also available for outside therapists and a variety of other services.

Any contact with Counseling Services is strictly confidential and voluntary. As such, information will not affect any aspect of the student’s academic life. Students should call extension 3064 to arrange counseling appointments.

VII. Code of Student Conduct & Ethics

PREAMBLE

The faculty and administration of New York Chiropractic College take enormous pride in educating excellent practitioners in the fields of chiropractic and acupuncture and Oriental medicine. In order for students to complete their studies successfully and graduate, the College must assess their knowledge of subject matter presented in the DC, MSA and MSAOM curricula. Such assessments occur through written, oral and/or practical examinations in basic science and clinical science courses, and evaluation of clinical competencies in the health center environment.

Equally important is for each student to exhibit professional behavior and academic integrity while attending the College. Students should note that they are attending a professional school and are required to maintain an atmosphere of professionalism and integrity at the College’s main campus, its health centers, and within the local community. They should show respect to the faculty, staff, and peers and, in return, expect to receive the same degree of respect. It is to be understood that the student experience at NYCC should not be viewed as a continuation of undergraduate study, but rather as the transition to one’s career as a doctor of chiropractic, acupuncturist, or practitioner of Oriental medicine. Students of chiropractic, acupuncture and Oriental medicine must begin to identify and often wrestle with difficult moral and ethical questions that will arise continuously throughout their professional career.

The Code of Student Conduct and Ethics (Student Code) is expected to serve as a guide to the professional and ethical behavior of students during their studies at NYCC. Students are required to follow all of the rules and regulations outlined in the NYCC Catalog and Student Guide, Health Center Manual, Library Handbook, and other materials published by the College. The Student Code that follows is a set of rules and regulations that includes both a Code of Student Conduct and a Code of Ethics, together with a unified judicial system for dealing with alleged offenses in either area. Violation of College regulations may result in disciplinary action, depending upon the severity of the infraction.

The NYCC Code of Student Conduct defines the standards for the nonacademic conduct and responsibilities of students, as well as the procedures to be followed when charges of alleged misconduct offenses have been filed. Students are expected to abide by all policies regarding personal conduct in classroom, campus and health center settings, and refrain from actions that would be considered disruptive or disrespectful, or could cause potential injury or interference with the rights and
interests of other students, faculty, or staff members of
the College.

The NYCC Code of Ethics defines policies and guidelines
for academic and professional conduct and
responsibilities, as well as procedures to be followed
when charges of alleged ethics offenses have been filed.
Any form of academic dishonesty, including the
unauthorized use of others’ intellectual property, is a
serious offense in an academic community. At NYCC
such dishonesty may result in removal from and
assignment of an F grade for a course, separation from
the College community, or a combination of these.

The College Bookstore, the Main Servery, and vending
and copy machines, while operated by outside vendors,
are overseen by the College and are on College property.
These vendors are part of the NYCC community and may
seek redress through the Codes of Student Conduct and
Ethics. Theft or damage in any of these facilities,
including the consumption of unpaid-for Servery food,
will be treated as violations of the Code of Student
Conduct and subject to the judiciary proceedings of the
College. The Student Guide also specifically addresses the
prohibition of selling of books or equipment on campus
without specific permission. Violation of this policy may
also result in disciplinary procedures.

A judicial body will not excuse a lack of awareness or
understanding of what constitutes academic dishonesty
and/or appropriate conduct.

A.  DEFINITIONS

College or NYCC means New York Chiropractic College.

Student includes all persons taking courses at the College –
both full time and part time – pursuing undergraduate,
graduate, or professional studies, plus those who attend
post-secondary educational institutions other than NYCC
and reside in College residence halls. Persons who are not
officially enrolled for a particular term but who have a
continuing relationship with the College, such as a leave
of absence, are considered students.

Faculty member means any person hired by the College to
conduct and/or supervise classroom, laboratory, health
center, or research activities.

Staff member means any person hired by the College other
than faculty members and academic administrators.

College official includes any person employed by the College
having assigned administrative or professional
responsibilities.

Member of the College community includes any person who is a
student, faculty member, College official or any other
person employed by the College. A person’s status in a
particular situation shall be determined by the College.

College premises includes all land, buildings, facilities, and
other property in the possession of or owned, used, or
controlled by the College (including adjacent streets and
sidewalks).

Judicial Officer means a College employee designated and
identified to the College community by the Executive
Vice President and Provost to serve as a nonvoting chair
of both the Judicial Board and the Honor Court and
whose primary role is to preside over and ensure due
process during judicial hearings.

Judicial body means either the Judicial Board or the Honor
Court. The purpose of either judicial body shall be to
investigate alleged offenses under the applicable
provisions of the Student Code and uphold NYCC
standards of student conduct and ethics while ensuring
protection of students’ rights.

Judicial Board means the persons authorized by the
Executive Vice President and Provost to determine
whether a student has violated the Code of Student
Conduct and to recommend imposition of sanctions to
the Executive Vice President and Provost. The Judicial
Board shall consist of the Judicial Officer, who shall serve
as a nonvoting Chair; three faculty or staff members (i.e.,
two faculty, one staff; or one faculty, two staff); and two
students – all appointed by the Judicial Officer.

Honor Court means the persons authorized by the
Executive Vice President and Provost to determine
whether a student has violated the Code of Ethics and to
recommend imposition of sanctions to the Executive
Vice President and Provost. The Honor Court shall
consist of the Judicial Officer, who shall serve as a
nonvoting Chair, two faculty members, and three
students – all appointed by the Judicial Officer.
Appeals Panel means the persons authorized by the President to hear appeals granted by the President either to decisions of the Judicial Board or the Honor Court, or to sanctions imposed by the Executive Vice President and Provost. Unless the President provides written authorization for a different group to act in a given case, the Appeals Panel shall consist of one faculty member, one staff member, and one student, all appointed by the President.

Organization means any number of persons who have complied with the formal requirements for College recognition.

Student Code shall mean this Code of Student Conduct and Ethics.

Policy is defined as the written regulations of the College as found in, but not limited to, this Code, the Catalog and Student Guide, the Residence Life Agreement, individual department policy and procedure manuals, and other College policy statements approved by the College President or his designee.

May is used in the permissive sense.

Shall is used in the imperative sense.

Working day shall mean any day that the College is in session, whether or not classes are held on that day.

Appropriate judicial body shall mean that judicial body empanelled and authorized to make findings relating to the accused.

B. COLLEGE JURISDICTION AND JUDICIAL AUTHORITY

Generally, College jurisdiction and discipline shall be limited to conduct that occurs on College premises or that adversely affects the College community and/or the pursuit of its objectives.

The Judicial Officer is responsible for the administration of the Student Code, acting under the authority of the Executive Vice President and Provost.

The Judicial Officer shall develop policies for the administration of the judicial program and procedural rules for the conduct of hearings that are consistent with provisions of the Student Code.

Decisions made by a judicial body shall be final, pending the normal appeal process, and subject to imposition of sanctions by the Executive Vice President and Provost.

C. CODE OF STUDENT CONDUCT OFFENSES

Any student found to have committed one or more of the following offenses is subject to the disciplinary sanctions authorized by this Code.

Acts of dishonesty, including but not limited to the following:

1. Furnishing false information to any College official or office.
2. Forging, altering, or misusing any College document, record, or instrument of identification.
3. Tampering with the election of any College-recognized student organization.
4. Disruption or obstruction of teaching, research, administration, disciplinary proceedings, other College activities, including its public-service functions on or off campus, or other authorized non-College activities, when the act occurs on College premises.
5. Physical abuse, verbal abuse, threats, intimidation, harassment, coercion and/or other conduct which threatens or endangers the health or safety of any person to include oneself (including any conduct related to a bias/hate crime).
6. Attempted or actual theft of, or damage to, property or services owned by the College or a member of the College community, or other personal or public property.
7. Hazing – defined as an act which endangers the mental or physical health or safety of a student, or which destroys or removes public or private property – for the purpose of initiation, admission into, affiliation with, or as a condition for continued membership in a group or organization.
8. Failure to comply with directions of College officials or law-enforcement officers acting in performance of their duties and/or failure to identify oneself to these persons when requested to do so.

9. Unauthorized possession, duplication or use of –
   a. a key to any College premises, or unauthorized entry into or use of College premises; or
   b. a College ID card, either on or off the College campus.

10. Violation of published College policies, rules or regulations.

11. Violation of federal, state or local law on College premises or at College-sponsored or -supervised activities.

12. Use, possession or distribution of narcotic or other controlled substances except as expressly permitted by law.

13. Use, possession or distribution of alcoholic beverages except as expressly permitted by the law and College regulations; or public intoxication.

14. Illegal or unauthorized possession of firearms, explosives, other weapons, or dangerous chemicals on College premises.

15. Participation in a campus demonstration which disrupts the normal operations of the College and infringes on the rights of other members of the College community; leading or inciting others to disrupt scheduled and/or normal activities within any campus building or area; or intentional obstruction which unreasonably interferes with freedom of movement, either pedestrian or vehicular, on campus.

16. Obstruction of the free flow of pedestrian or vehicular traffic on College premises or at College-sponsored or -supervised functions.

17. Conduct which is disorderly, lewd, or indecent; breach of peace; or aiding, abetting, or procuring another person to breach the peace on College premises, at functions sponsored by the College, or at functions in which the College participates.

18. Theft or other abuse of computer time, including but not limited to –
   a. unauthorized entry into a file, to use, read, or change the contents, or for any other purpose;
   b. unauthorized transfer of a file;
   c. unauthorized use of another individual’s identification and password;
   d. use of computing facilities to interfere with the work of another student, or member of the college faculty, staff, or administration;
   e. use of computing facilities to send obscene or abusive messages;
   f. use of computing facilities to interfere with normal operation of the College computing system.

19. Unauthorized use of another’s intellectual property.

20. Abuse of the judicial system provided for by this Student Code, including but not limited to –
   a. failure to obey the summons of a judicial body or College official;
   b. falsification, distortion, or misrepresentation of information before a judicial body;
   c. disruption or interference with the orderly conduct of a judicial proceeding;
   d. institution of a judicial proceeding knowingly without cause;
   e. attempting to discourage an individual’s proper participation in, or use of, the judicial system;
   f. attempting to influence the impartiality of a member of a judicial body prior to, and/or during the course of, the judicial proceeding;
g. harassment (verbal or physical) and/or intimidation of a member of a judicial body prior to, during, and/or after a judicial proceeding;

h. failure to comply with the sanction(s) imposed under the Student Code;

i. influencing or attempting to influence another person to commit an abuse of the judicial system.

21. Unprofessional conduct related to the student’s activities outside of the classroom, including but not limited to a demonstrated lack of personal integrity, a violation of the ethical standards of the chiropractic profession, or an act of disrespect directed toward the faculty, other members of the College community, or the human subjects of study or treatment.

22. Violation of any College or housing agreement policies.

D. CODE OF ETHICS - PERSONAL STATEMENT

All NYCC students are bound by the following statement, which they have signed prior to being admitted to the College:

As a professional student I shall abstain from lying, cheating and stealing and shall not condone or tolerate any other student who does. Further, I shall conduct myself at all times in an honorable and professional manner not discrediting myself, my colleagues, my college or my profession. It is my moral obligation to take action and to report violations of the Code of Ethics to the proper authorities. I understand that students who suspect or witness violations of the Code of Ethics are morally obligated to report the suspected dishonesty to a College official.

E. CODE OF ETHICS OFFENSES

Academic dishonesty and unethical conduct includes but is not limited to the following:

1. Cheating on examinations, tests, or other student assessments — to give or receive assistance from written material, another person, his or her paper, or any other source, or attempt to do so, during an examination or test without the explicit instruction of the teacher of the course.

2. Plagiarism — failure to acknowledge ideas or phrases used in any paper, exercise or project submitted in a course as part of a student’s work but gained from another person or source. (Guidelines for proper documentation are available from the Library.)

3. Significant and/or willful misrepresentation or falsification of data in any course work.

4. Self-plagiarism — the submission of similar or identical work as original work in more than one course without the explicit written permission of the instructor(s) of the subsequent course.

5. Cooperative or collaborative effort in course work without acknowledgment or the explicit permission of the instructor. (This is not meant to inhibit discussion and debate of academic subjects either inside or outside a classroom.)

6. The submission of work as one’s own that has been prepared by another person, whether oral or written.

7. Forgery or falsification of academic documents.

8. Unauthorized use of another’s intellectual property.

9. Unprofessional conduct related to the student’s academic responsibilities, including but not limited to a demonstrated lack of personal integrity, a violation of the ethical standards of the profession of chiropractic or acupuncture and Oriental medicine, or an act of disrespect directed toward the faculty, other members of the College community, or the human subjects of study or treatment.

10. Students in the intern phase of the program should refer to the appropriate health center manual for specific “clinic” infractions and consequences during the clinical phase of the program. Academic dishonesty and unethical conduct include, but are not limited to, the following:

a. Unauthorized adjusting and/or treatment of patients;
b. Treatment of health center patients outside of the health center or other supervised programs;

c. Fraudulent entry into the patient record. This includes entering false data and failing to enter pertinent information;

d. Failure to follow or carry out a clinician’s recommendations or orders;

e. Failure to maintain patient records in the appropriate filing area in the health center or removal of patient files/X-rays/blood work from the health center property without specific written authorization;

f. Failure to follow health center policies and procedures;

g. Forgery of any document or instrument related to College activity;

h. Utilizing evaluation or treatment techniques that are not authorized in the College’s health centers.

The Judicial Officer shall make provisions for interpreting the Code of Ethics and related judicial system. This may take place during entering students’ orientation process. Discussions on ethical issues are integrated into student course work throughout the DC and MSA/MSAOM curricula.

**F. VIOLATION OF LAW AND COLLEGE DISCIPLINE**

College disciplinary proceedings may be instituted against a student charged with violation of a law which is also a violation of this Student Code; for example, if both violations result from the same factual situation, without regard to the pendency of civil litigation in court or criminal arrest and prosecution. Proceedings under this Student Code may be carried out prior to, simultaneously with, or following civil or criminal proceedings off campus.

When a student is charged by federal, state or local authorities with a violation of law, the College will not request or agree to special consideration for that individual because of his or her status as a student. If, however, the alleged offense is also the subject of a proceeding before a judicial body under the Student Code, the College may advise off-campus authorities of the existence of the Student Code and of how such matters will be handled internally within the College community. The College will cooperate fully with law enforcement and other agencies in the enforcement of criminal law on campus and in the conditions imposed by criminal courts for the rehabilitation of student violators. Individual students and faculty members acting in their personal capacities remain free to interact with governmental representatives as they deem appropriate.

**G. CHARGES OF MISCONDUCT AND PRE-HEARING PROCEDURES**

A faculty member who suspects that a student has violated the Code of Ethics in a course being taught by the faculty member may confront the student directly with the evidence of violation. The faculty member, in the presence of his/her department head or his/her immediate supervisor, shall provide the student with an opportunity to explain his or her alleged misconduct, and shall then inform the student whether or not the student is being charged with an offense and, if so, what sanction is being proposed by the faculty member. If the sanction is limited to a failing grade for the assignment, test or course in question, the faculty member shall have the authority to impose the sanction subject to the approval of the appropriate Dean and subject to the student’s right to request a hearing before the Honor Court if the student objects to the sanction. If the sanction is not so limited or the student has a prior violation of the Code of Ethics, the faculty member must file a charge with the Judicial Officer. In cases where the sanction has been limited to an agreed-upon failing grade for a first violation, the Judicial Officer shall be notified in writing by the appropriate Dean of such action.

Any member of the College community may file charges against any student for violations of the Code of Conduct or Code of Ethics. Charges shall be prepared in writing and directed to the Judicial Officer. Any charge should be submitted as soon as possible after the alleged event takes place.
The Judicial Officer may conduct an investigation to determine if the charges can be disposed of administratively by mutual consent of the parties involved on a basis acceptable to the Executive Vice President and Provost. Such disposition shall be final and there shall be no subsequent proceedings other than the established appeal process. This will occur for first-offense cases only, where the disposition can be by the administrative hearing process.

If the charges cannot be disposed of by mutual consent, or if the Judicial Officer’s files indicate that the accused had previously violated the Student Code, the Judicial Officer shall present the case in writing to the Judicial Board (for an alleged violation of the Code of Student Conduct) or Honor Court (for an alleged violation of the Code of Ethics). The Judicial Officer shall investigate charges and gather evidence that may aid the members of the judicial body in reaching a decision. Under no circumstances will any member of the judicial body or the Judicial Officer discuss any case with people other than the judicial body, except when approved by the Judicial Officer.

The accused may confer with a person designated by the President to serve as an “Advocate” who will assist the accused by explaining the judicial process, and suggesting optimal means to assemble a defense. The Advocate may be present at the hearings, if requested by the accused, to serve only as a consult to the accused. Communications made by the accused to the Advocate are neither privileged nor protected by confidentiality.

If the Judicial Officer determines that a case does not warrant a hearing (that is, has “no merit”), it shall be dismissed. The complainant and the accused shall be informed in writing.

If the Judicial Officer determines that a case warrants a hearing, the Judicial Officer shall prepare a formal statement of charges and evidence against an accused. The Judicial Officer shall inform an accused student in writing of the charges, evidence, range of sanctions available to the judicial body, as well as the following rights:

1. To an expeditious hearing;
2. To be informed in writing of the procedures to be followed in the hearing;
3. To bring an advisor to the hearing;
4. To bring witnesses, but only those who have facts bearing on the case;
5. To confront any witnesses who attend the hearing;
6. To testify or not, orally, or in a written document, or both; and
7. To make a closing statement in the proceedings.

The Judicial Officer shall also appoint a Judicial Board to hear a Code of Student Conduct case, or an Honor Court to hear a Code of Ethics case, and shall notify the parties of the appointments and the time and place of the hearing. Where the charges allege violation of both the Student Code of Conduct and the Code of Ethics, the Judicial Officer shall, at his/her discretion, assemble a judicial body constituted either as a Judicial Board or as an Honor Court. Any member of the judicial body so appointed who believes that (s)he has a conflict of interest in a particular case may disqualify himself or herself after consultation with the Judicial Officer. In addition, the accused may request that the Judicial Officer seek disqualification of any member of the judicial body if the accused believes a conflict of interest exists. The accused must present to the Judicial Officer a written explanation as to the nature of the alleged conflict of interest. The Judicial Officer will have final authority to determine disqualification from the judicial body.

Where it appears that a material witness will not be available at a hearing, the Judicial Officer should attempt to question the witness and thereafter furnish the accused with those questions and answers that the Judicial Officer, in his discretion, deems relevant to the hearing. Such questions and answers may be introduced at the hearing by either the Judicial Officer or by the person accused.

**H. ADMINISTRATIVE HEARING FOR STUDENT CODE VIOLATIONS**

The Judicial Officer shall also inform an accused student of the option to request an administrative hearing conducted by the Executive Vice President and Provost and the Judicial Officer under the following conditions:
1. The student had not previously been sanctioned by the Executive Vice President and Provost or by the President pursuant to an action administered through judicial action under the Student Code.

2. The accused student waives the right to a judicial body review;

3. The accused student admits a violation of the Student Code; and

4. The accused student shall have received a document from the Judicial Officer explaining that the accused student must admit a violation of the Student Code, and the student shall admit to such a violation.

The Executive Vice President and Provost and the Judicial Officer will decide whether to approve a request for an administrative hearing. A decision by the Executive Vice President and Provost to deny an administrative hearing may not be appealed. Only the accused student, the complainant, the Executive Vice President and Provost, the Judicial Officer, and any other persons deemed by the Executive Vice President and Provost to have appropriate standing in the case may take part in an administrative hearing that shall be tape-recorded. The complainant may suggest a sanction. No sooner than 24 hours following a hearing, the Executive Vice President and Provost will determine a sanction and inform the student in writing of the decision. The possible sanctions are the same as those outlined in the SANCTIONS section, except permanent separation from the College. Any case that may result in permanent separation from the College will automatically be referred to the Judicial Board or Honor Court.

An accused may appeal the sanction imposed by the Executive Vice President and Provost according to the appeal procedures noted in Section VII.L.

I. INTERIM SUSPENSION

In certain circumstances, the Executive Vice President and Provost may impose a College or residence hall suspension prior to a judicial body hearing, administrative hearing or other administrative action to resolve the situation. Interim suspension may be imposed only to ensure the student’s own physical or emotional safety and well-being; or if the student poses a definite threat of disruption of or interference with the normal operations of the College.

During the interim suspension, the student shall be denied access to the residence halls and/or to the campus (including classes) and/or all other College activities or privileges for which the student might otherwise be eligible, as the Executive Vice President and Provost may determine to be appropriate.

J. HEARINGS

Hearings shall be conducted by a judicial body according to the following guidelines:

The Judicial Officer shall convene the judicial body for a hearing to be held expeditiously, generally not fewer than five nor more than ten working days following the delivery of a written charge to the accused. Maximum time limits for scheduling of hearings may be extended at the discretion of the Judicial Officer. All involved parties must be notified of any extension and the reason therefor.

An accused shall present to the Judicial Officer a written, point-by-point response to charges at least one working day before a hearing. Any witness brought to testify should be identified in this statement. All points of the charges not specifically denied shall be deemed admitted, and evidence, testimony, and witnesses regarding these points shall be deemed unnecessary in a hearing. Should the accused student fail to appear at the hearing, the judicial body has the authority to hear the case without the accused’s testimony. Except in the case of an accused student charged with failing to obey the summons of a judicial body or College official, which may result in further judicial charges, no student may be found to have violated the Student Code solely because the student failed to appear before a judicial body. In all cases, the evidence in support of the charges shall be presented and considered.

All hearings of the judicial body shall be de novo, without regard to any matter previously developed in informal proceedings, and no decision about responsibility in a case shall be made on evidence other than that presented at the hearing. Hearings normally should be conducted in
private, and admission of any person to the hearing shall be at the discretion of the Judicial Officer.

In hearings involving more than one accused student, the Judicial Officer, at his or her discretion, may permit the hearings concerning each student to be conducted separately.

The complainant and the accused have the right to be assisted by any advisor they choose, at their own expense. In an exceptional case, subject to the discretion of the Judicial Officer and following a request made at least two days before the hearing, the advisor may be an attorney; in that event, the College reserves the right to have an attorney present to advise the judicial body. The complainant and/or the accused is responsible for presenting his or her own case and, therefore, advisors are not permitted to speak or to participate directly in any hearing before a judicial body without the consent of the judicial officer.

There shall be a single verbatim record, such as a tape recording, of all hearings before a judicial body. Both parties may agree in advance to a different method of preserving a record of the proceedings. The record shall be the property of the College, to be made available to the Executive Vice President and Provost, the President, the Appeals Panel, or to a complainant, accused, or party having the need to know, as determined by the Judicial Officer, upon request. Any records, exhibits, or written statements accepted as evidence by the judicial body shall also be made available for review to the accused student, in the presence of the Judicial Officer, upon request. A student preparing an appeal will be allowed to listen to the tapes under the supervision of the Judicial Officer, but the lack of a recording shall not be grounds for a new hearing.

The Judicial Officer shall call a hearing to order, introduce all participants, and admonish all participants that they are expected to be truthful in all testimony. No one may speak at a hearing unless recognized by the Judicial Officer, who shall have full authority over the proceedings.

The accused student and complainant(s) may be present during the presentation of all testimony. The Judicial Officer shall introduce the formal statement of charges and the accused student’s written response, copies of which have been given to members of the judicial body. The hearing shall consider only those charges in the written statement; new charges may not be introduced during the hearing. In the event a prior Honor Court panel had determined that the accused previously violated the Code of Ethics, the fact that a prior NYCC court proceeding had taken place may be introduced, but facts, details and findings surrounding the prior charges may be introduced or raised by no one but the accused, or by the Judicial Officer when determining appropriate sanctions where relevant.

The complainant, the accused and the judicial body shall have the privilege of presenting witnesses subject to the right of cross-examination by the judicial body. Witnesses shall be present only during their own testimony, but must remain available for the duration of the hearing unless excused by the Judicial Officer. Members of the judicial body may question any participant during a hearing or have participants recalled for questioning at the discretion of the Judicial Officer.

Pertinent records, exhibits and written statements may be accepted as evidence for consideration by the judicial body at the discretion of the Judicial Officer. All procedural questions are subject to the final decision of the Judicial Officer.

The complainant and the accused student shall have opportunity to make closing statements.

Following the presentation of evidence, the hearing will be closed and everyone except members of the judicial body shall be dismissed. The Judicial Officer may ask participants to remain available while the body deliberates.

The judicial body shall determine culpability. Within two working days of the conclusion of the hearing, the judicial body shall conclude its deliberation, decide by majority vote, and present a decision as to whether the accused student violated each section of the Student Code as charged. The judicial body’s determination shall be made on the basis of whether it is more likely than not that the accused violated the Student Code.

The judicial body may recommend sanction(s). If the judicial body determines that an accused student violated the Code, evidence of prior disciplinary action against the accused shall be entered into the deliberations by the Judicial Officer. The judicial body may request
suggestions from the accused or complainant regarding appropriate sanctions and will recommend a sanction(s) by majority vote. Upon conclusion of a hearing, the Judicial Officer will prepare a written statement containing the rationale for the judicial body's decision and recommended sanction(s), if any, and send it to the Executive Vice President and Provost.

The judicial body shall give notice of its findings and recommended sanction(s), if any, to the Executive Vice President and Provost. Participants in the case may be informed by the Judicial Officer of the judicial body's findings and sanction(s) imposed by the Executive Vice President and Provost within five working days of such decisions.

Deliberations of the judicial body are strictly confidential. Its members may not at any time discuss facts of a case or particulars of deliberations with anyone other than the Judicial Officer, Executive Vice President and Provost, President, members of an assembled Appeals Panel, or another member of the judicial body that heard the case. Any member violating this provision may be dismissed from the judicial body pool by the Judicial Officer, and an appropriate replacement member will be identified through the normal judicial pool selection process.

K. SANCTIONS

Code of Student Conduct. The following sanctions may be recommended by the Judicial Board and imposed by the Executive Vice President and Provost upon any student found to have violated the Code of Student Conduct:

1. Warning — a notice in writing to the student that the student is violating or has violated institutional regulations.

2. Probation — a written reprimand for violation of specified regulations. Probation is for a designated period of time and includes the probability of more severe disciplinary sanctions if the student is found to be violating any institutional regulation(s) and/or conditions of probation during the probationary period. A determination regarding whether an institutional regulation or condition of probation has been violated shall be made pursuant to a hearing before the Executive Vice President and Provost, during which the student shall have an opportunity to relate his/her version of the facts and submit documentation relating to the alleged violation. The Executive Vice President and Provost shall rule whether a violation has occurred and will assess an appropriate sanction. The Executive Vice President and Provost' determination and assessed sanction shall be final.

3. Loss of Privileges — denial of specified privileges for a designated period of time.

4. Fines — previously established and published fines may be imposed.

5. Restitution — compensation for loss, damage or injury. This may take the form of appropriate service and/or monetary or material replacement.

6. Discretionary Sanctions — work assignments, service to the College or similar assignments, all of which must have the prior approval of the appropriate departmental administrators.

7. Residence Hall Suspension — separation of the student from the residence halls for a definite period of time, after which the student may be eligible to return. Written conditions for readmission will specify the student's reacceptance eligibility.

8. Residence Hall Expulsion — permanent separation of the student from the residence halls.

9. College Suspension — separation of the student from the College for a definite period of time, after which the student is eligible to be readmitted. Conditions for readmission must be specified in writing.

10. College Expulsion — permanent separation of the student from the College.

Code of Ethics. The following sanctions may be recommended by the Honor Court and imposed by the Executive Vice President and Provost upon any student found to have violated the Code of Ethics:
All First Violations — A student may be required to complete community service and/or an educational assignment deemed relevant to the specifics of the case.

One or more of the following: removal from the course; assignment of a grade, leaving it to the discretion of the Executive Vice President and Provost; or such other sanctions, including academic suspension or dismissal from the College, as it deems appropriate for the nature of the violation.

A record of the violation and all evidence pertaining to it will be kept in the student’s file in the appropriate College office until either one year after graduation or four years after the accused ceases to be enrolled at the College, whichever occurs first. A copy of any letter to the student from the Executive Vice President and Provost and a report of the findings of the Honor Court will be placed in this file, which will be open to the student’s inspection. No record of the offense will appear on the student’s transcript unless the student is dismissed, in which case the dismissal shall be included in the student’s permanent record.

Subsequent Violations — In the case of an affirmative finding as to a subsequent violation, the student will be dismissed from the College absent mitigating circumstances as determined within the sole discretion of the Executive Vice President and Provost. The student’s transcript will reflect expulsion for academic dishonesty.

Other than College dismissal, disciplinary sanctions for violations of the Student Code shall not be made part of the student’s permanent academic record but shall become part of the student’s confidential record. Following graduation, or at the discretion of the College, the student’s confidential record may be expunged of disciplinary actions other than College dismissal, upon application to the Executive Vice President and Provost.

The following sanctions may be imposed upon groups or organizations:

Those sanctions listed above in Section K;

Deactivation — loss of privileges, including College recognition, for a specified time.

The College reserves the right to withdraw a student for medical or safety reasons when a condition exists that could cause serious harm to the student or other members of the College community, or that results in disruptive behavior.

L. REQUEST FOR AN APPEAL

The accused may request that the President empanel an Appeals Panel, and permit appeal of a decision reached by a judicial body or a sanction imposed by the Executive Vice President and Provost. Such requests shall be in writing and shall be delivered to the President, with a copy to the Judicial Officer and the Executive Vice President and Provost, along with any supporting documentation the accused wishes to present. This written request shall be submitted within five working days of his or her receipt of the Executive Vice President and Provost’ sanction. The accused shall also notify the Judicial Officer, in writing, within 48 hours of his or her receipt of the Executive Vice President and Provost’ sanction, of his or her intention to request an appeal of the decision or sanction.

An appeal to an Appeals Panel, if empanelled by the President, shall be limited to review of the verbatim record or of the introduction of new evidence after the initial hearing and supporting documents for one or more of the following purposes:

To determine whether the original hearing was conducted fairly in light of the charges and evidence presented, and in conformity with prescribed procedures giving the complainant a reasonable opportunity to prepare and present evidence that the Student Code was violated, and giving the accused student a reasonable opportunity to prepare and to present a rebuttal of those allegations;

To determine whether the decision reached regarding the accused student was based on substantial evidence, that is, whether the facts in the case were sufficient to establish that a violation of the Student Code occurred or that the sanction imposed was appropriate;

To consider new evidence sufficient to alter a decision or other relevant facts not brought out in the
original hearing because such evidence and/or facts 
were not known to the person appealing at the time 
of the original hearing.

The Appeals Panel shall consider the case in light of the 
grounds for appeal granted by the President, and shall not 
substitute its own judgment for that of the original judicial 
body nor reverse a decision simply because others might 
have arrived at a different judgment. The Appeals Panel 
shall take action by majority vote and may recommend:

To uphold the original decision;

To remand the case to the appropriate, newly 
appointed judicial body for a new hearing;

To recommend modification of a decision and/or 
sanction. This will be done only in extraordinary 
cases when, in the considered opinion of the Appeals 
Panel, prejudicial bias or procedural problems would 
make it impossible for a judicial body or Executive 
Vice President and Provost to reach a fair decision. 
Such a recommended modification would be 
reviewed with the President, prior to implementation 
by the President.

During the appeal process, the accused student will be 
allowed to attend and participate in all classes unless an 
interim suspension has been previously imposed.

Review of the case by an Appeals Panel shall not result in 
more severe sanction(s) for the accused student. The 
President may, upon review of the case following an 
appeal, modify the sanction(s) imposed by the Executive 
Vice President and Provost or recommended by the 
Appeals Panel so long as such modifications do not result 
in more severe sanction(s) for the accused student.

In cases where the Appeals Panel refers the case to a new 
judicial body, the findings and decision may be different; 
however, any sanctions shall not be more severe than 
those originally imposed.

The recommendation of the Appeals Panel shall be 
communicated in writing to the President.

The Appeals Panel shall, if so requested by the President, 
respond to questions issued by the President that will help 
enable him or her to reach a final decision in the action.

M. RECORDS

The written record of a Judicial Board or Honor Court 
case shall consist of the written statement of the charges, 
written response by an accused, documentary evidence, 
summary by the Judicial Officer of the judicial body's 
actions, and letter from the Judicial Officer informing an 
accused of the judicial body’s findings and actions. This 
record will be filed in the Judicial Office and will be open 
to the student's inspection. The taped record is not a part 
of the student’s file and normally shall be kept in the 
Judicial office. It will be destroyed four years after the date 
of the hearing, or one year after the accused ceases to be 
enrolled at the College, whichever occurs first. In unusual 
circumstances, the Executive Vice President and Provost 
may determine that the interests of the College are best 
served by retaining the tape and will direct the Judicial 
Officer to maintain the taped record indefinitely.

The record of an appeal shall consist of the letter of 
appeal, written statements from the respondent, the 
President’s written decision whether to hear the appeal, 
and the final written decision of the Appeals Panel. This 
record shall be appended to the written record of the 
original disciplinary action and kept with it in the Judicial 
office.

At the beginning of each trimester, the Judicial Officer 
will report to the Presidents of the Student Government 
Association and Faculty Senate any outcomes from the 
prior trimester relative to administrative hearings and 
hearings of the Judicial Board, Honor Court, and Appeals 
Panel, plus the resolution of cases by any other means 
stated in this document. The report will include offenses, 
decisions and sanctions without disclosing names.

N. INTERPRETATION AND REVIEW

Any question of interpretation regarding the Student 
Code shall be referred to the Judicial Officer.

The Student Code shall be reviewed at least every three 
years with representatives of the Student Government 
Association and Faculty Senate under the direction of the 
Executive Vice President and Provost. Final approval of 
Code revisions will be made by the College President.
VIII. Registrar’s Office

A. NAME AND ADDRESS CHANGES

The name that appears on the admissions application will be used for all NYCC documentation. A name may be changed upon submission of a completed Legal Name Change Form with supporting documentation (e.g., a marriage license or court order). Students desiring to add their maiden names will be required to submit documentation as proof of their maiden name. Students are advised that other agencies (e.g., NBCE) require documentation to support name changes, and it is recommended that they consult with these agencies regarding specific documentation requirements.

The College relies on the student to provide accuracy regarding any and all addresses requested during registration. The Registrar’s office will ask the student to verify the addresses maintained and provide corrections if appropriate. Should a student’s mailing address change at any time during the program, a form should be completed at the Registrar’s office.

B. ANNUAL NOTIFICATION OF RIGHTS UNDER THE FAMILY EDUCATIONAL RIGHTS AND PRIVACY ACT

New York Chiropractic College complies with the requirements of the Family Educational Rights and Privacy Act of 1974 (FERPA), which affords students certain rights with respect to their education records. They are:

1. The right to inspect and review the student’s education records, subject to certain limits described below. Requests for inspection and review should be directed to the Registrar’s office. The College will provide access as and to the extent required by FERPA within a reasonable period of time, but not more than 45 days after it receives the request.

2. The right to request the amendment of the student’s education records to ensure that they are not inaccurate, misleading, or in violation of the student’s privacy rights. Requests to amend education records should be directed to the Registrar’s office. If the College decides not to amend a record as requested by a student, the College will notify the student of the decision and advise the student of his or her right to a hearing regarding the request for amendment. Additional information regarding the hearing procedures will be provided to the student when he or she is notified of the right to a hearing. If the hearing results in a final determination not to amend the record, the student is permitted to place a statement in his/her file contesting the accuracy of the record.

3. The right to consent to disclosures of personally identifiable information contained in the student’s education records, except to the extent that FERPA authorizes disclosure without consent. Several exceptions permitting the disclosure of a student’s education records without his or her consent are described below; New York Chiropractic College reserves the right to make such disclosures in these and other circumstances as and to the extent permitted by FERPA.

4. The right to file a complaint with the United States Department of Education concerning alleged failures by the College to comply with the requirements of FERPA. Complaints may be submitted in writing to:

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

Definition of Education Record

An “education record” covered by this policy includes information recorded in any way and maintained by New York Chiropractic College, or a party acting for the College, that is directly related to an identifiable student who is or has been in attendance. However, education records do not include the following:

1. Records that are kept in the sole possession of the maker thereof, are used only as a personal memory aid, and are not accessible or revealed to any other individual except a substitute who performs on a temporary basis the duties of the individual who made the records.
2. Records maintained by the law enforcement unit of New York Chiropractic College that were created by that law enforcement unit for (in whole or in part) the purpose of law enforcement.

3. Records that relate to individuals who are employed by New York Chiropractic College, are made and maintained in the normal course of business, relate exclusively to individuals in their capacity as employees, and are not available for use for any other purpose. Notwithstanding the preceding sentence, records of individuals in attendance at New York Chiropractic College who are employed as a result of their status as students are educator records (e.g., work/study records).

4. Records relating to a student who is 18 years of age or older that are (a) created or maintained by a chiropractor, physician, psychiatrist, psychologist, or other recognized professional or paraprofessional acting in his/her professional capacity or assisting in a paraprofessional capacity; (b) made, maintained or used solely in connection with the provision of treatment to the student; and (c) not disclosed to anyone other than individuals providing such treatment. “Treatment” in this context does not include remedial educational activities or activities which are part of the program of instruction at the College.

5. Records created or received by the College after an individual is no longer a student in attendance at the College that are not directly related to the individual’s attendance as a student (e.g., information gathered on the accomplishments of alumni).

Limitations on Right to Inspect Education Records

Limitations exist on students’ rights to inspect and review their education records. Consistent with FERPA, New York Chiropractic College does not permit students to inspect or review the following:

1. Financial information submitted by the student’s parent(s).

2. Confidential letters and recommendations placed in the records that the student has waived his or her right to inspect and review and that are related to the student’s admission, application for employment or job placement, or receipt of honors.

3. Education records containing information about more than one student. In such cases New York Chiropractic College will limit access to that part of the record which pertains only to the student in question, unless the information about the other student(s) cannot be segregated and redacted without destroying its meaning.

Disclosure Without Consent

As noted above, a student has the right to consent to the disclosure of personally identifiable information contained in his or her education records, except to the extent that FERPA authorizes disclosure without consent. Set forth below is information about some of the circumstances in which FERPA authorizes such disclosures. New York Chiropractic College reserves the right to make disclosures of education records without a student’s consent in these and other circumstances in which such disclosures are permitted by FERPA.

Directory Information

One exception which permits disclosures without consent is an exception permitting disclosure of “Directory Information.” Currently, the College has identified the following items as Directory Information:

- Name, address, telephone number, e-mail address, dates of attendance, class, photograph, previous institution(s) attended, major field of study, awards, honors, degree(s) conferred (including dates), past and present participation in officially recognized sports and activities, date and place of birth.

Students are afforded the right to prevent the disclosure of Directory Information three times a year, at registration. If the form provided the student is not completed, signed, dated and submitted by the student at this time, it will be assumed that the above information may be disclosed for the duration of the trimester following registration.
College Officials

Another exception which permits disclosures without consent is an exception permitting disclosure to school officials with legitimate educational interests. A “school official” is a person employed by the College in an administrative, supervisory, academic or research or support staff position; a person or company with whom the College has contracted (such as an attorney, auditor, or collection agent); a person serving on the Board of Trustees; a student serving on an official committee, such as a disciplinary or grievance committee, or assisting another school official in performing his or her tasks; or a person volunteering or otherwise performing services for the College. A contractor, consultant, volunteer, or other party to whom the College has outsourced institutional services or functions may be considered a school official under this exception only if he/she/it performs an institutional service or function for which the College would otherwise use employees, is under the direct control of the College with respect to the use and maintenance of education records, and agrees to use the education records only for the purposes for which they were disclosed.

A school official has a “legitimate educational interest” if he, she or it needs to review an education record in order to (a) perform a task specific to his or her job description or his, her or its contractual or volunteer duties to the College, (b) perform a task related to the student’s education (including without limitation discipline of the student), or (c) provide a service or benefit relating to the student or the student’s family.

Disclosures to Other Institutions

Upon request, the College also discloses education records without consent to officials of another school in which a student is enrolled or seeks or intends to enroll, for purposes related to the student’s enrollment or transfer.

C. RETENTION OF RECORDS

Academic records of students who have matriculated at New York Chiropractic College and its predecessor institutes, Columbia Institute of Chiropractic and Atlantic States Chiropractic Institute, will be maintained by the Registrar’s office in accordance with the College’s policy of retention of records.

D. RELEASE OF CREDENTIALS

Any unpaid balance due the College constitutes a financial obligation that must be met in full before awarding of degrees, issuing of transcripts or recommendations can occur.

E. TRANSCRIPTS

Official transcripts are mailed directly to an authorized agency such as a state board, educational institution, professional society or organization, but are not issued to students. Unofficial transcripts are issued directly to students. An unofficial transcript is stamped “Unofficial Transcript” and does not bear the College’s seal.

Requests for both official and unofficial transcripts must be made in writing, preferably on the College’s appropriate release form, and should be directed to the Registrar’s office.

F. REGISTRATION POLICIES

Registration for enrolled students is conducted during a specified time period. Every effort is made to provide an efficient process for both students and administration. The Registrar’s office strives for fairness in its offering of various sections of each trimester class.

Students need to have sufficient financial aid to cover their tuition and fee balances, or have made the required down payment and have signed the payment plan in order to register.

Students who fail to register at the assigned time risk penalties and late fees as established by the Registration Committee.

Dates of registration are announced on a trimester basis.
IX. General Policies in Compliance with State & Federal Law

A. TITLE IX STATEMENT

Title IX of the Education Amendments of 1972 ("Title IX") protects people from discrimination based on sex in education programs or activities which receive Federal financial assistance. Title IX states:

No person in the United States shall, on the basis of sex, be excluded from participation in, be denied the benefits of, or be subjected to discrimination under any program or activity receiving Federal financial assistance.

New York Chiropractic College not only complies with the Dear Colleague letter of Title IX's requirements (April 2011) but also endorses the law's intent and spirit. The College is committed to compliance in all areas addressed by Title IX, including access to higher education, career education, employment, math and science, standardized testing, athletics, education for pregnant and parenting students, learning environment, and technology, as well as sexual harassment.

1. Discrimination

"Discrimination" is defined as any conduct that violates the College policy. New York Chiropractic College is an equal-opportunity, affirmative-action institution. The College prohibits discrimination and harassment based on race, color, creed, religion, sex, gender, national origin, citizenship, ethnicity, marital status, age, disability, sexual orientation, gender identity and gender expression, genetic information, veteran status, or any other status protected by applicable law to the extent prohibited by law. This nondiscrimination policy covers admissions, employment, and access to and treatment in College programs, services, and activities.

2. NYCC’s Title IX Coordinator and Investigative Team

The College appoints a Title IX Coordinator, Deputy Coordinators and Investigative Team members as needed. The Coordinator oversees all of the College Title IX compliance efforts. The Title IX Coordinator is responsible for educating the College community, developing initiatives, and responding to incidents of gender inequality. To report a concern, violation or determining appropriate action for your situation, contact anyone of the follow:

Title IX Coordinator contact information:

Holly Anne Waye, Director of Student Life & Title IX Coordinator
hwaye@nycc.edu; 315-568-3053
(After hours, contact Security @ 315-568-3022)
ACA 1, Room 114
New York Chiropractic College
2360 Route 89
Seneca Falls, NY 13148

Title IX Deputy Coordinators:

Christine McDermott, Human Resources Manager & Deputy Title IX Coordinator
cmdermott@nycc.edu; 315-568-3109
Administration Building, Room 205
New York Chiropractic College
2360 Route 89
Seneca Falls, NY 13148

Carol Faivre, Assistant Director of Student Life & Deputy Title IX Coordinator
cfaiivre@nycc.edu; 315-568-3047
ACA 1, Room 114
New York Chiropractic College
2360 Route 89
Seneca Falls, NY 13148
B. SEXUAL HARASSMENT

Sexual harassment is a violation of the Code of Student Conduct (see Section VII.C).

NYCC’s policy on sexual harassment is given below. It is the policy of New York Chiropractic College that sexual harassment is neither condoned nor permitted. This policy is gender-blind and applies equally to all members of the College community. Each member of the College community is expected to know and understand this policy and to avoid either perpetrating or tolerating sexual harassment. All complaints will be thoroughly investigated and, if necessary, disciplinary action taken. Any individual who is guilty of engaging in sexual harassment will be subject to discipline up to and including either termination of employment (for employees), or judicial sanctions up to and including dismissal from the College (for students).

For purposes of this policy, sexual harassment is defined as any unwelcome verbal, written or physical conduct of a sexual nature when—

1. submission to the conduct is (either implicitly or explicitly) a term or condition of any individual’s education or employment;

2. submission to or rejection of such conduct by an individual, or the seeking of redress for such conduct, is used as the basis for academic or employment decisions affecting that individual;

3. such conduct has the purpose or effect of unreasonably interfering with an individual’s academic or employment performance or creates an intimidating, offensive, or hostile educational, employment or living environment.

Examples of sexually harassing behavior include but are not limited to—

- sexually suggestive teasing, jokes, comments, or questions;

- sexually suggestive gestures, or physical contact;

- unwelcome or persistent letters, phone calls, or other communication of a sexual nature;

- pressure for inappropriate or unwanted personal or sexual relationships, or sexual favors;

- actual or attempted sexual assault.

The standards of conduct contained in this policy also apply to visitors to the campus.

Failure to comply with these standards may result in their expulsion and exclusion from College property and, when appropriate, in criminal prosecution.

All instances of harassment should be reported to the Director of Student Life and/or the office of Human Resources. Officers of the College or their designees will investigate such complaints. Attempts to resolve complaints of sexual or other forms of harassment through conciliation and other informal means will be made. If more formal procedures are needed, the grievance and/or judicial procedure may be utilized.

The College’s Equal Opportunity Officer coordinates the College’s compliance efforts under Title IX of the Education Amendments of 1972, regarding sex discrimination; Section 504 of the Rehabilitation Act of 1973, regarding disability discrimination; and other applicable federal and state nondiscrimination legislation. For information about these or other laws, contact the office of Human Resources in Room 205, Administration Building (telephone 315-568-3105), or Holly Anne Waye, Title IX Coordinator (315-568-3053).

C. SEXUAL MISCONDUCT

Sexual misconduct is prohibited under both New York State law and College regulations. As a result, offenders may be prosecuted under New York State criminal statutes in addition to being subject to disciplinary action by the College. The College has the right to implement College disciplinary action while criminal action is pending or being implemented.

1. NYCC Policy

NYCC defines sexual misconduct as any sexual activity without mutual consent, including but not limited to the following:

- pressure for inappropriate or unwanted personal or sexual relationships, or sexual favors;

- actual or attempted sexual assault.
a. Any form of nonconsensual sexual intercourse committed by physical force, coercion, threat or intimidation, actual or implied;

b. Sexual activity involving a person unable to consent due to mental incapacity, physical helplessness resulting from alcohol or drug consumption, or unconsciousness;

c. Acquaintance rape or date rape, consisting of rape committed against an acquaintance, friend, or date under any of the circumstances defined above.

2. Reporting Procedures - Sexual Offenses

If sexual misconduct occurs, it needs to be reported to the appropriate authorities. Unfortunately many victims remain silent, not seeking help from family, friends, or the authorities. Reporting such crimes enables the NYCC community to identify the person responsible and address the factors that might prevent it from happening again. The College therefore has established the following procedures for the reporting of sexual offenses committed on College property, or by a member of the College community at an off-campus event or location. Contact the NYCC Security Department (Ext. 3022) and file a report. Security will review the information and refer the victim to the appropriate authority, either College or civil, who will assist the victim through any further proceedings relating to the incident.

Contact the local Police or Sheriff’s Department(s) (see Section D for Emergency Telephone List). The police will examine the scene of the crime and obtain evidence. To file criminal charges a victim should preserve evidence that may be necessary to prove criminal sexual assault. A physical examination should be performed at a hospital within 72 hours of the incident.

Victims may also contact outside community agencies that provide support and counseling services. For information and numbers, contact Security or the Office of Student Life. See the Campus Safety & Security Report for supportive service emergency numbers. The Office of Student Life (Ext. 3053), in conjunction with the office of Counseling Services, will provide counseling services, as well as assistance in obtaining changes in the victim’s academic or living situation after an incident if such changes are requested by the victim and are reasonable in nature and able to be implemented.

In certain cases, the victim of a sexual offense may wish to make changes in her/his academic program. The College will satisfy such requests to the extent reasonably possible. Requests for changes in academic arrangements should be made to the appropriate Dean, who will determine the feasibility of the request.

Sexual misconduct or assault is a violation of the Code of Student Conduct. The victim has the right to bring charges against the perpetrator, if another student, by utilizing the College judicial process. The procedures for bringing charges, the actual judicial process and possible sanctions are described in Section VII (Code of Student Conduct and Ethics).

D. DRUG AND SUBSTANCE ABUSE

1. Introduction

New York Chiropractic College, in compliance with the Drug Free Workplace Act and the Drug Free Schools and Communities Act, has adopted policies regarding alcohol and drug possession and abuse. The College is prepared to implement these policies and to uphold any local, state and federal regulations in support of substance-abuse awareness and enforcement by imposing disciplinary actions on students, faculty and staff.

2. NYCC Policies

a. Alcohol

i. New York Chiropractic College expects all members of its community to comply with New York State laws governing the sale, use and distribution of alcoholic beverages, and confers no immunity from federal, state or local laws. Students, staff and faculty are encouraged to know the applicable laws and take measures that prevent alcohol abuse.

ii. New York Chiropractic College’s alcoholic beverage policies are based on the principles of freedom within the context of individual and community responsibility. They are
consistent with the College’s noncustodial relationship to its students. Persons are not to be on the campus or at College events in an intoxicated state. The alcohol policies listed below are designed in accordance with other College policies and state laws. Specific policies regarding the serving of alcoholic beverages in the context of events hosted within the residence halls are to be found under Residence Life.

iii. The purchase, sale, distribution, consumption, possession, or transportation of alcoholic beverages by anyone under the age of 21 is prohibited.

iv. The possession of alcoholic beverages in residence hall rooms is forbidden, except by students and their guests who are 21 years or older.

v. Drinking and/or possessing alcoholic beverages on College property (other than in student rooms) is prohibited except at registered events. These events must be registered with and approved by the Director of Student Life.

vi. In order to be served alcohol at a college event, a picture ID card that demonstrates proof of age must be presented.

vii. NYCC’s food service vendor must serve or sell the alcoholic beverages at any College function where the sale of alcohol has been requested and approved.

b. Drugs

The unlawful possession, manufacture, distribution, use, conveyance, sale, or purchase of controlled substances or marijuana, as defined and prohibited by state and federal law, is expressly prohibited on College property or at College functions. Violators will be subject to disciplinary and/or legal action including, without limitation, expulsion and/or criminal prosecution.

3. Personal and Family Treatment Services

Confidential counseling and/or referral services for a complete range of needs including academic, personal, marital, relationship, spiritual, stress and substance use/abuse are available through the Counseling Services office. NYCC students and family members and/or their immediate significant others can schedule appointments with counselors by calling extension 3064. Counseling appointments may also be made on a walk-in basis; or, for additional confidentiality, appointments may be made by inserting a written request into a sealed envelope and placing it under the door of the Counseling Services office, Room LL 7B in the Library/Anatomy Building. Written requests must include the requester’s name, phone number and/or e-mail address, and best times to call.

Any student who desires counseling or other personal services off campus may access the resources listed below. It is suggested that students and/or their family members or significant others first make contact with NYCC’s Counseling Services so that a more direct and informed referral can be made.

E. FEDERAL STUDENT CONSUMER INFORMATION NOTICE

This notice is a requirement under the federal Higher Education Opportunity Act of 2008. Higher education institutions receiving federal funds must send an annual notice to disclose and/or provide the means to access the information items below. It is expected that you will become familiar with all the policies, resources, and information listed below. If you would prefer, you may contact the Student Life Office and they can provide you this information in paper format. The Student Life Office may be reached at (315) 568-3053 or e-mail studentlife@nycc.edu.

Information items can be accessed through the Student Portal.

- Illegal File-Sharing and Downloading Policy (under the left menu “Consumer Information”)
- Annual Notification of Rights under the Family Education Rights and Privacy Act
- Campus Crime and Safety Report (under the left menu “Consumer Information”)
- Professionalism, Bullying, Harassment Policy (PDF Student Guide, pages 142-153)
- Drug, Alcohol and Substance Abuse Policies, Prevention and Treatment Services (PDF Student Guide, pages 159-161)
- Tuition and Cost of Attendance Budgets (NYCC website FA section)
- Financial Aid Programs' Information (PDF College Catalog, pages 23-30)
- Withdrawal process (Student Portal “How do I….”)
- Refund Policy (College Catalog, pages 21-22)
- College Accreditation
- State Education Contact Information (located on Student Portal left menu “Consumer Information”)
- Title IX (Civil Rights Act) Brochure
- Academic Programs Offered (PDF College Catalog, pages 10-12)
- Academic Transfer Credit Policies; Articulation Agreements (PDF College Catalog, pages 37-41, 65-67)
# EMERGENCY TELEPHONE NUMBERS

<table>
<thead>
<tr>
<th>Name of Service, Agency or Office</th>
<th>Phone Number</th>
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</thead>
<tbody>
<tr>
<td><strong>Community Resources</strong></td>
<td></td>
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<tr>
<td>New York State Police</td>
<td></td>
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<tr>
<td>Emergency 911</td>
<td>911</td>
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<tr>
<td>Office 315-539-9238</td>
<td></td>
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<tr>
<td>Seneca County Sheriff's Office</td>
<td></td>
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<tr>
<td>Emergency 911</td>
<td>911</td>
</tr>
<tr>
<td>Office 315-539-9241</td>
<td></td>
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<tr>
<td>Seneca Falls Police Department</td>
<td></td>
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<tr>
<td>Emergency 911</td>
<td>911</td>
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<tr>
<td>Office 315-568-5555</td>
<td></td>
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<tr>
<td>North Seneca Ambulance</td>
<td></td>
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<tr>
<td>Emergency 911</td>
<td>911</td>
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<tr>
<td>Office 315-539-5001</td>
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<tr>
<td>Seneca Falls Volunteer Fire Dept.</td>
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</tr>
<tr>
<td>Emergency 911</td>
<td>911</td>
</tr>
<tr>
<td>Office 315-539-9241</td>
<td></td>
</tr>
<tr>
<td>Clifton Springs Hospital</td>
<td></td>
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<tr>
<td>Mental Health Lifeline 800-310-1160</td>
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<tr>
<td>Geneva General Hospital</td>
<td>315-787-4000</td>
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<tr>
<td>Safe Harbors of the Finger Lakes</td>
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<tr>
<td>Hotline 800-247-7273</td>
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<tr>
<td>Office 315-781-1093</td>
<td></td>
</tr>
<tr>
<td>Domestic Violence (Ontario/Seneca County)</td>
<td>800-695-0390</td>
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<tr>
<td>Suicide Prevention Hotline 800-273-TALK</td>
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<tr>
<td>Legal Assistance of the Finger Lakes</td>
<td>315-781-1465</td>
</tr>
<tr>
<td>Alcoholics Anonymous Hotline (Seneca County)</td>
<td>315-789-5955</td>
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<table>
<thead>
<tr>
<th>Campus Emergency Telephone Numbers*</th>
<th>Phone Number</th>
</tr>
</thead>
<tbody>
<tr>
<td>Security Office 315-568-3022**</td>
<td></td>
</tr>
<tr>
<td>Director of Student Life and Title IX Coordinator 315-568-3053</td>
<td></td>
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<tr>
<td>Director of Counseling Services 315-568-3064</td>
<td></td>
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<tr>
<td>Director of Facilities 315-568-3025</td>
<td></td>
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<tr>
<td>Human Resources 315-568-3105</td>
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</tbody>
</table>

* From a campus phone, the four-digit extension can be used.

** If an emergency occurs after office hours, contact the Security office, who will contact the appropriate College personnel, who will then take care of the situation or return your call.
F. IMMUNIZATION

New York State law requires that all students born on or after January 1, 1957, demonstrate proof of immunity against measles, mumps, and rubella. For a student at NYCC, proof of immunization is a requirement for attendance unless a valid reason for exemption from the law due to medical contraindication or religious beliefs is provided. Anyone who has received a single vaccination for measles will be required to obtain a second measles vaccination.

The College has prepared an Immunization Report Form that must be completed and signed by a physician or other appropriate public health official. The law indicates that no student can be allowed to remain in attendance at NYCC in excess of 30 days unless the required documentation has been provided to the College.

1. Certificate of Immunization

A “Certificate of Immunization” means one of the following:

A document, prepared by the health practitioner who administers an immunization, that specifies the products administered and the dates of administration; or

A physician-verified history of disease and/or laboratory evidence of immunity; or

An immunization record submitted by the institution or school that the student previously attended, which specifies the products administered and the dates of administration, the source of which was a certificate of immunization from a health practitioner.

2. Vaccinations

a. Measles (Rubeola)

Both vaccinations must have occurred after 1967. The first vaccination must have been given on or after the first birthday. The second vaccination must have been given on or after 15 months of age. Vaccinations must not have been given concomitantly with IG or ISG.

b. Rubella (German Measles)

Vaccinations must have been given on or after the first birthday.

Vaccinations must not have been given concomitantly with IG or ISG.

c. Mumps

Vaccinations must have been given on or after the first birthday.

Vaccinations must not have been given concomitantly with IG or ISG.

3. Exemptions from Immunization Requirement

Date of birth before 1/1/57; or

Genuine and sincere religious beliefs that are contrary to the practices required by NYSPHL 2165 (these beliefs must rise to a level of ultimate concern, be held as a matter of conscience, and pervade the student’s life to the point of causing him/her to disregard his/her own self-interest); or Certified medical contraindication until such time that immunization is no longer found to be contraindicated.

If an outbreak of measles, mumps or rubella occurs on campus, students who have received religious conviction or medical exemptions and students who are in the process of completing immunization requirements may be excluded from attending classes and residing on campus.

4. Meningitis

NYCC is required to maintain a record of the following for each student:

A response to receipt of meningococcal disease and vaccine information signed by the student or student’s parent or guardian. This must include information on the availability and cost of meningococcal meningitis vaccine (Menomune™); and either
a. A record of meningococcal meningitis immunization within the past 10 years; or

b. An acknowledgement of meningococcal disease risks and refusal of meningococcal meningitis immunization signed by the student or student’s parent or guardian.

G. MAINTENANCE OF PUBLIC ORDER

NYCC is committed to protecting the rights of students, faculty, staff and others who use the College campus. Disruption of public order is a violation of the Student Code of Conduct and Ethics (see Section VII.C), and is defined as the “disruption or obstruction of teaching, research, administration, disciplinary proceedings, other College activities, including its public-service functions on or off campus, or other authorized non-College activities, when the act occurs on College premises.” A student who disrupts public order will be subject to the College’s judicial process. In addition, the College reserves the right to involve local law authorities if a disruption continues after warning the student(s) involved.

H. COPYRIGHT POLICY

It is the intent of New York Chiropractic College that all members of the College community comply with the provisions of the United States Copyright Law (Title 17, United States Code, Section 101, et seq.). The responsibility for securing written copyright clearance rests with individuals. Members of the College community who willfully disregard the copyright policy do so at their own risk and assume all liability.

I. CAMPUS SAFETY, SECURITY, AND FIRE REPORT

Statistical information related to the College campus safety, security, and fire safety is located in the Office of Student Life. Additional information is available pursuant to New York State Penal law at www.assembly.state.ny.us. Also, see NYCC website for more information.

J. SECURITY

The Security Office is located on the lower level of the Administration Building. It is open 24 hours a day. To contact Security, call (315) 568-3022. For enhanced security and safety, security cameras are placed and clearly identified in various locations throughout the campus.

K. EMERGENCY PROCEDURES AND EVACUATION

Students, staff and faculty may voluntarily register for emergency notifications to be sent via text message and/or e-mail through the TextCaster service. This service is used strictly for emergency notifications and closing or delays due to weather that affect the main campus or any health center locations.

Evacuation Procedures are posted near the entrances of each building, including the Residence Halls. In the event of an emergency evacuation, individuals must follow appropriate instructions.

L. WHISTLEBLOWER POLICY

1. Purpose

The purpose of this Policy is to establish procedures for the receipt and handling by NYCC of: (a) complaints or the reporting of concerns with respect to any illegal conduct at NYCC or any violation of an established policy of NYCC; and (b) the confidential submission by NYCC trustees, employees or volunteers of such complaints or concerns.

2. Procedures

Submission and Receipt of Complaints and Concerns. Any complaints or concerns regarding illegal conduct at NYCC or the violation of an established NYCC policy may be submitted to the Vice President of Finance and Administrative Services of NYCC (“Vice President of Finance and Administrative Services”). Upon receipt of a complaint or concern, the Vice President of Finance and Administrative Services, with assistance of legal counsel or other advisors as deemed
appropriate, shall (a) determine if the complaint or concern actually pertains to a matter covered by this Policy, (b) acknowledge receipt of the communication to the sender, and (c) develop an appropriate plan for addressing the complaint or concern. If the complaint or concern involves the Vice President of Finance and Administrative Services so as to present a conflict, these duties shall be performed by the President of NYCC or his or her designee. The Vice President of Finance and Administrative Services shall promptly forward any complaint or concern related to accounting matters to the Chair of the Audit Committee of the Board of Trustees of NYCC (“Audit Committee”). The Vice President of Finance and Administrative Services may direct complaints or concerns that do not involve accounting matters to other appropriate NYCC Board committees, Senior Staff, Human Resources employees, or other employees and/or outside legal, accounting or other advisors, as appropriate, to review or conduct an investigation for determining appropriate action. With respect to each complaint or concern that is received by the Vice President of Finance and Administrative Services pursuant to this Policy, the Vice President of Finance and Administrative Services shall promptly provide in writing to the President of NYCC and the Chair of the Audit Committee a description of (i) such complaint or concern, and (ii) which person(s) or committee(s) will be responsible for reviewing such complaint or concern. After the review of such complaint or concern has been completed by the applicable person(s) or committee(s), the Vice President of Finance and Administrative Services (or his or her designee) shall promptly provide in writing to the President of NYCC and the Chair of the Audit Committee a summary of the results of that review and any action recommended as a result of such review. With respect to each complaint or concern that is received by the Chair of the Audit Committee pursuant to this paragraph of the Policy, the Chair of the Audit Committee shall decide whether the Audit Committee will review that complaint or concern and/or take any other action regarding that complaint or concern.

Confidential Complaints. Any NYCC trustee, employee or volunteer may submit complaints or concerns covered by this Policy and ask that they be handled on a confidential basis. If confidential treatment is desired, the complaint or concern shall be set forth in writing and forwarded to the Vice President of Finance and Administrative Services in a sealed envelope labeled with a legend such as: "Confidential – Submitted Pursuant to Whistleblower Policy." The complaint or concern must identify the trustee, employee or volunteer -- anonymous complaints will not be accepted. Any confidential submission received by the Vice President of Finance and Administrative Services shall be promptly reviewed and referred in the manner described above. While confidentiality cannot be guaranteed, reasonable steps to protect confidentiality, when requested, will be taken consistent with the need to conduct an adequate investigation and review.

Submission of Complaints Directly to the President of NYCC or the Audit Committee. Complaints or concerns that involve alleged acts or omissions of the Vice President of Finance and Administrative Services may be submitted directly to the President of NYCC or the Chair of the Audit Committee (in lieu of submission to the Vice President of Finance and Administrative Services as described above). Upon receipt of any such complaint or concern, the President of NYCC or the Audit Committee shall investigate the matter and take corrective action (if necessary) as provided in this Policy. In order to be acted upon, any such complaint or concern should include sufficient information for the President of NYCC or the Audit Committee to investigate and to determine whether it is valid and was made in good faith. If on preliminary examination the allegation is judged to be wholly without substance or merit, or not made in good faith, the allegation may be dismissed. The President of NYCC or the Audit Committee may enlist employees of NYCC and/or outside legal, accounting or other advisors, as appropriate, to conduct any investigation of complaints or concerns, including alleged acts or omissions by the Vice President of Finance and Administrative Services. With respect to each complaint or concern that is received by the President of NYCC pursuant to this Policy and that has not also been received by the Chair of the Audit Committee, the President of NYCC (or his or her designee) shall promptly provide to the Chair of the Audit Committee a description of (a) such complaint or concern, and (b) which person(s) or committee(s) will be responsible for reviewing such complaint or concern. After the review of such complaint or concern has been completed by the applicable person(s) or committee(s), the President of NYCC (or his or her designee) shall promptly provide in writing to the Chair of the Audit Committee a summary of the results of that review and any action recommended as a result of
such review. With respect to each complaint or concern that is received by the Chair of the Audit Committee pursuant to this paragraph of the Policy, the Chair of the Audit Committee shall decide whether the Audit Committee will review that complaint or concern and/or take any other action regarding that complaint or concern.

**Retaliation Prohibited.** No person who submits a complaint or reports a concern in good faith under this Policy shall be subject to retaliation, intimidation, discrimination, harassment or, in the case of an employee, adverse employment consequences as a result of such submission or report. NYCC will not discharge, demote, suspend, threaten, or retaliate in any manner against any employee with respect to their terms and conditions of employment based upon the actions of such employee with respect to good faith reporting of complaints or concerns regarding matters covered by this Policy. NYCC will not threaten or retaliate in any manner against any trustee, employee or volunteer based upon any lawful actions of such trustee, employee or volunteer with respect to good faith reporting of complaints or concerns regarding matters covered by this Policy.

**Recordkeeping.** The Audit Committee, with the assistance of NYCC personnel, shall retain as a part of its records a log of any complaints or concerns regarding matters submitted pursuant to this Policy, tracking the receipt, investigation and resolution of such matters. A copy of this Policy shall be distributed to all trustees, employees, and volunteers who provide substantial services to NYCC.

X. Student Life Policies

A. **Bulletin Board Posting Policy**

Administration of the Bulletin Board Posting Policy is the responsibility of the Office of Student Life. Individuals using College posting space should contact that office with questions and problems related to this policy. All decisions regarding posting of materials on campus rest with the Office of Student Life. Approval for posting any materials is granted by the Director of Student Life. Postings are not allowed on/in bathrooms, doors, windows, walls, lockers or furniture. Exceptions to this policy are notices dealing with college-designated events and/or emergencies and must be approved by the Director of Student Life.

1. **College Information and Administrative Memos**  
   **(Administrative Use Only)**

   **Locations:**
   - Across from mailroom, ground floor of Administration Building
   - One at each of the College health centers

   The bulletin boards listed above are used to provide general information (communitywide announcements, policy and procedure statements, etc.), and to eliminate the need to put paper announcements into every mailbox. Students are responsible to keep informed through periodic review of the boards. Lack of knowledge is not an excuse for failure to comply with policies and procedures.

2. **General Information**

   **Locations:**
   - Next to ATM machine, ground floor of Administration Building
   - End of tunnel, outside of Anatomy Lab (LL09)
   - Academic Building I (south of Room 202)

   Individuals and groups are welcome to post materials on these information boards upon approval from the Office of Student Life. Materials must be appropriate for a college campus, must not advertise activities or events that are illegal or violate the College’s policies (see Solicitation Policy), and must include the name and sponsor of an act or event. Materials not in compliance will be removed without notification.

   Only one poster may be posted per bulletin board. Posters may not be larger than 14” x 22”, nor may fliers exceed 11” x 14”.
3. **Events Bulletin Boards**

Locations:

- Outside of South Dining Hall
- Outside of Campus Health Center (south side) - #16
- Academic III, by Room 111
- Outside of Academic III Lobby (south side)

These boards are for the posting of general campus events such as club meetings, special social events, etc. All posters must be approved by the Office of Student Life. Posters not having approval will be removed.

4. **Off-Campus Housing Boards**

Location: Academic I, near Student Life

Information regarding housing opportunities both locally and within off-campus health center areas is posted on these boards. Additional information normally is available in the Office of Student Life.

5. **Banners**

The Office of Student Life may grant special permission to display banners to campus organizations or offices, subject to the following provisions:

- Prior approval must be obtained from the Office of Student Life. The office shall determine the acceptable banner size and the length of time a banner shall remain in place.

The sponsoring organization must remove the banner within two working days following completion of the event that it promoted.

Any group, individual or organization hanging a banner will be responsible for damages caused by either the banner, its installation, or its removal.

6. **Sanctions**

Individuals or groups who do not comply with the above guidelines or who, without authorization, remove materials placed by other individuals or groups may be denied permission to post materials and may be subject to disciplinary action.

B. **CHILDREN**

Children of students are not permitted in classes or laboratories. Unattended children are not permitted in academic or administrative buildings on campus.

C. **DRESS REGULATIONS**

Students are expected to maintain a reasonably professional appearance when engaged in academic activities. The following exemplify garments that present an unprofessional appearance and should not be worn in class: tank tops, cut off T-shirts, ripped jeans or cutoff jeans shorts, spandex biking shorts, beachwear, hats or bandannas. Appropriate footwear must be worn in all academic and administrative buildings.

The dress regulations of the on-campus and off-campus health centers are communicated to students when they enter these phases of the program.

D. **FUNDRAISING POLICY**

In order to avoid fundraising conflicts and confusion, proper coordination and advance approval for such activities are required.

All student organizations must obtain appropriate authorization from the organization’s Advisor and the Director of Student Life before holding fundraising events to support their activities.

All fundraising activities conducted by students on behalf of or in the name of the College shall be subject to the approval of the Director of Student Life and the office of Enrollment Management. Furthermore, grants or gifts to the College may not be accepted unless approved by the office of Enrollment Management. In addition, members of the NYCC community may not solicit funds off campus on behalf of any organization unless prior approval is received from the offices of Student Life and Enrollment Management.
It is inappropriate and unlawful for anyone to use the College name, logo, seal, emblem or any other trademarks or service marks of the College without the written permission of the College.

E. IDENTIFICATION CARDS

Students are required to obtain and carry a photo ID card at all times. ID cards are obtained through the Facilities office, located in Room L01 of the Administration Building, during the hours of 8:30 AM to 12:00 noon, and 1:00 PM to 4:00 PM. Lost ID cards should be returned to the Security office, located in the Facilities office. Replacement ID cards will be issued upon presentation of a receipt for $10 from the Bursar’s office.

The photo ID card is used as verification of identity, a Library card, and a meal-plan card for Dining Services; and for entry into and utilization of the Health & Fitness Center.

The Code of Student Conduct and Ethics addresses violations involving the misuse and unauthorized use of student ID cards. (See Section VII.C.)

F. PARKING

All students who wish to park on campus are required to obtain a parking permit. New parking permits are issued through the Facilities office, Room L01 Administration Building. Possession or use of another person’s permit will subject the holder to disciplinary action.

Parking for residence hall occupants is available in lots immediately adjacent to the halls. Parking for off-campus students is available in Lot J, across from the Academic III Building; Lot E, adjacent to the Academic II Building; Lot B, adjacent to the Library – except for “Reserved” areas; Lot F, adjacent to the Health & Fitness Center; and Lot G, at the south end of campus.

Seneca Falls Health Center Parking Lot D is reserved for patients. Health Center personnel and Oneida Hall residents with special permits which are obtained from the office of Student Life are also allowed to use this lot in the designated spaces.

Lot A, adjacent to the Administration Building, is reserved for faculty, staff and visitor use Monday through Friday, 7:00 AM to 4:30 PM. Students may only use Lot A outside of these regular business hours.

Improper parking or failure to register a vehicle with the Facilities office will result in fines. These fines must be paid prior to registration or graduation.

Fines are payable in the Facilities office or Bursar’s office.

Anyone appealing a parking fine must do so in writing within ten business days from the date the ticket was issued. The appeals procedure is outlined in NYCC’s Traffic and Parking Regulations, which each student is given in the orientation packet. Extra copies are available in the Facilities office.

G. SOLICITATION POLICY

Solicitation and sale of chiropractic supplies, instructional services, or of any items that compete directly or indirectly with the NYCC Bookstore are prohibited on the NYCC campus. This statement applies to faculty, students, staff, administration and off-campus vendors. Marketing of credit cards on campus is also prohibited.

All student organizations must obtain appropriate authorization from the organization’s Advisor and the Director of Student Life or his/her designee for solicitation activities. Students who wish to sell goods or services on campus must secure approval from the Office of Student Life.

Violators of the College’s solicitation policy are subject to disciplinary action, which may include restitution to the College for any lost income resulting from unauthorized vending or solicitation.

H. SNOW CLOSING

New York Chiropractic College rarely cancels classes or health center operations due to inclement weather, and indeed it is the policy of NYCC to make every effort to remain open at all times. A decision to cancel classes and/or health center operations is made by the President of the College or his/her designee in his/her absence.
Students who are not comfortable with weather/travel conditions may choose not to report for class and/or health center activities; however, normal student attendance policies will be in effect when classes and/or health center operations are in session.

Nevertheless, if out-of-town severe weather conditions prevent safe travel for students who reside at a distance on a day when classes and/or health center operations are in session, faculty may give consideration regarding attendance and provide relief by way of a make-up examination, if one has been administered on the day in question.

In most cases of actual or pending severe weather conditions, the College will make a decision by 5:30 AM regarding cancellation of instructional and/or health center activities. The college may choose to delay the start of classes or opening of health centers until a later time in the day, if weather conditions indicate that safe travel can be resumed. In such instances, appropriate announcements will be made through the media (see below). At NYCC, the day begins at 8:00 a.m. Therefore, in the event of a two-hour delay, students, faculty and staff are to report at 10 a.m. to the location where they would normally be at that time. When the College decides to cancel instructional/health center activities in Seneca Falls, the Health & Fitness Center and Library will close. Other scheduled activities will be cancelled as well. Food service will be operational for campus residents who choose to remain on campus.

When decisions are made to cancel or delay instructional/health center activities, local public radio and TV stations will be notified immediately, and information will be disseminated through these media. Students who have registered for the TextCaster emergency notification system will receive a text message and/or e-mail as soon as closing or delay information becomes available. Additionally, information regarding the status of instructional/health center activities at Seneca Falls may be obtained by calling the College at 315/568-3833, which is the only telephone on campus that will automatically provide information regarding the status of College operations. This phone line is dedicated solely to opening and closing and will be operating 24 hours a day, seven days a week. Other locations should not be contacted, as this will only delay getting the information.

The following media will announce cancellation and/or delayed starts:

**ALL LOCATIONS:**

Students who have registered for the TextCaster emergency notification system will receive a text message and/or e-mail as soon as closing or delay information becomes available.

**SENeca FALLS CAMPUS & ROCHESTER HC:**

**Radio Stations**

<table>
<thead>
<tr>
<th>Location</th>
<th>Frequency</th>
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<tbody>
<tr>
<td>Seneca Falls</td>
<td>1110 AM</td>
</tr>
<tr>
<td>Geneva</td>
<td>98.5 FM, 1240 AM</td>
</tr>
<tr>
<td>Auburn</td>
<td>99.3 FM, 1590 AM</td>
</tr>
<tr>
<td>Canandaigua</td>
<td>1550 AM</td>
</tr>
<tr>
<td>Syracuse</td>
<td>94.5 FM, B104.7 FM, 106.9 FM, 107.9 FM, 620 AM</td>
</tr>
<tr>
<td>Rochester</td>
<td>95.1 FM, 100.5 FM, 1180 AM</td>
</tr>
</tbody>
</table>

**Television Stations**

<table>
<thead>
<tr>
<th>Location</th>
<th>Channels</th>
</tr>
</thead>
<tbody>
<tr>
<td>Syracuse</td>
<td>3, 5, 9</td>
</tr>
<tr>
<td>Rochester</td>
<td>10, 13, 14</td>
</tr>
<tr>
<td>Website</td>
<td><a href="http://www.fingerlakes1.com">www.fingerlakes1.com</a></td>
</tr>
</tbody>
</table>

**LEVITTOWN HC:**

Radio: WKJY FM 98.3, WHLI AM 1100

Television: News 12 Long Island, TV Channel 12

**DEPEW HC:**

Television: WGRZ TV Channel 2, WIBV Channel 4, WKBW Channel 7

(The hot line phone number for Seneca Falls inclement weather information is 315/568-3833.)
I. STUDENT COMPLAINTS

NYCC encourages regular and open communication between students, staff, and faculty. Students who have reasonable complaints regarding the application of College policies and procedures, or alleged unfair treatment or discrimination, are urged to bring their concerns to the attention of the appropriate faculty or staff member as soon as possible. If desired, Student Life and Human Resources personnel are available to serve as informal counselors and/or mediators and often can assist in defining and resolving problems.

If efforts to resolve a complaint informally are not successful:

1. The student may file a formal, written complaint. Student Life and Human Resources personnel can advise the student as to who should receive the written complaint. That person (or his/her designee) will investigate the complaint, and notify the student of progress being made and of a decision regarding resolution of the complaint within a reasonable period of time.

2. The student may appeal that decision in writing to successively higher levels of administration within one week of the initial decision. At each level, the administrator will confer with the student and any other involved parties or witnesses, and provide the student with a written decision within a reasonable period of time.

3. If the student is still dissatisfied with the decision, s/he may file an appeal in writing to the Executive Vice President and Provost, whose decision will be final and will be kept on file in the Student Life office.

To the extent possible, information concerning complaints will be kept confidential. Staff and faculty investigating a student complaint will discuss it only with those who have a need to know and who are needed to supply necessary background information. If the nature of the complaint is such that it is an alleged violation of the Code of Student Conduct and Ethics, the College’s judicial process (Section VII) may take precedence over the above procedures.

XI. Student Life

A. STUDENT ACTIVITIES

A variety of student activities are planned throughout the year to encourage balanced educational and social programs. These are also held to foster student unity and promote a relaxed atmosphere, as well as a cohesive and supportive student body. The following is a sampling of activities offered:

1. Unity Day

This event is held in the summer to promote an atmosphere of unity among students, faculty, and staff. It provides a wonderful opportunity to network with fellow students and families while enjoying a picnic and outdoor entertainment venues.

2. Holiday Dinner

This gathering of students and staff is an informal event held during the Fall trimester.

3. Guest Speakers

Various speakers related to chiropractic, acupuncture and Oriental medicine, and other professions are brought to campus each trimester to enrich the education of NYCC students.

4. Community Awareness Day

The annual event enables the Campus Community to get to know local businesses and non-profit agencies from the Seneca Falls and surrounding areas. This is a great way to get connected while attending the Seneca Falls campus.

5. Leadership Summit

This outstanding leadership opportunity is designed to provide participants with “tools of the trade” to include building self-confidence, generate teambuilding and motivate students to excel in their leadership development skills.
6. Transition Ceremony

The purpose of the Transition Ceremony is to create a meaningful milestone for the seventh-trimester chiropractic student that honors the matriculation to the next phase of their education to the clinical experience. During the Transition Ceremony, recipients of Academic Awards, Community Awards, and Scholarship Awards will be announced.

7. Transformation Celebration

The Transformation Celebration provides an opportunity for the Finger Lakes School of Acupuncture and Oriental Medicine to recognize fifth-trimester and eighth-trimester students as they reach significant milestones in their education. Eighth-trimester students approach program completion/graduation, and fifth-trimester students enter the internship phase of clinical education. Students, faculty and administration share a time of appreciation, congratulation, and celebration.

B. LEADERSHIP EDUCATION

Leadership education encompasses such resources as seminars, skill sessions and motivational speakers to encourage students to develop skills that will enhance their professional success and their realization of personal goals. Additional leadership opportunities exist through involvement in clubs and organizations on campus.

The nonacademic activities in which students participate constitute an integral part of the total educational experience. Membership in various clubs, professional organizations, and in the Student Government Association (SGA) provides a background of valuable experience for involvement and professional enrichment.

1. Student Government

a. Class Officers

Chiropractic and Acupuncture program class elections are held for class officer positions. Class officers serve as an information service between faculty/staff/administration and students. They are also responsible for any fundraising activities undertaken by their class as well as keeping an accurate account of all financial transactions pertaining to their tri.

b. Student Government Association

The Student Government Association (SGA) consists of an executive board and class officers. SGA conveys the concerns of the student body to the Administration after communicating with class officers from each class. Students may obtain a copy of the Student Government Association Constitution from the Office of Student Life.

2. Student Clubs & Organizations

Certain special-interest clubs offer students the opportunity to organize activities related to both curricular and extracurricular interests. The formation of new clubs and organizations is encouraged; however, College protocol must be followed. Consult the Office of Student Life for more information regarding clubs and organizations.

During the first trimester at NYCC, the student has the opportunity to complete a student membership application for the American Chiropractic Association (ACA) or the International Chiropractic Association (ICA). The membership fee is included as part of the general fees charged to the student.

3. Student Club/Organization Guidelines

Noted are highlights from the guidelines for clubs/organizations that wish to be recognized and be eligible for funding from Student Activities (see item 8 below). A detailed copy of the Club/Organization Guidelines may be obtained from the Office of Student Life.

Students wishing to form new clubs/organizations must obtain approval from the Office of Student Life by obtaining a Club Packet and returning it to the Office of Student Life with the following items:

A name and letter of intent. The letter of intent should include the purpose of the group and suggested schedule of events planned.
A list of at least 15 student members including names, addresses, phone numbers and trimester. All organizations must have at least 10 active members during each trimester.

An Advisor’s Acceptance sheet signed by the club/organization’s advisor, who must be a member of the faculty or staff at NYCC. Advisors can only advise two clubs at any one time. All advisors must be approved by the appropriate College personnel. Advisors for technique clubs must be full-time faculty who are proficient in the technique.

A “constitution” that includes a statement of the club’s basic purpose.

Upon receipt of the above items, the Office of Student Life will discuss the club/organization with the student(s) and determine whether the club/organization will be considered an “active” group.

No clubs/organizations will be recognized that discriminate against students for reasons of race, creed, color, national origin, sex, age, physical disability or sexual orientation. Club membership must be open to all students of NYCC.

Clubs/organizations may not charge a membership fee or dues. Funding for activities is to be requested according to the procedure in item 8, Student Club Funding. Students must not be restricted from NYCC club meetings, academic lectures or other activities as a result of non-payment.

Any violation of club/organization guidelines will deem the club/organization invalid and ineligible for any further meetings or funding for the remainder of the trimester.

5. Additional Guidelines for Chiropractic and Acupuncture Technique Clubs

In addition to the guidelines for student clubs/organizations outlined above, technique oriented clubs/organizations are subject to the College’s Chiropractic Adjusting and Acupuncture Treatment and Herbal Recommendation policies (see Academic Affairs Policies). Any student found adjusting or needling or voluntarily receiving an adjustment or needling without direct supervision of the approved faculty advisor will be considered in direct violation of club guidelines and will be subject to disciplinary proceedings in according with the College’s Code of Student Conduct and Ethics.

6. Guest Speakers

Any club or student organization requesting to bring a guest speaker on campus must complete and follow the procedures outlined below:

a. At least 30 days prior to a proposed speaking engagement, obtain a Guest Speaker Packet from the Office of Student Life.

b. Send the proposed guest speaker the Academic Freedom and Responsibility Policy, Educational Policy of NYCC, and Guest Speaker Disclaimer form. The proposed guest speaker must sign the Guest Speaker Disclaimer form and return it to the appropriate student club or student organization representative (see item c below).

c. Request the proposed guest speaker to provide–

- the signed Guest Speaker Disclaimer form;
• major topics to be covered in list or paragraph form;

• a brief curriculum vitae, including name, address, phone, education, licenses and certification, practice experience, teaching and administrative experience, professional affiliations and postgraduate education.

d. Complete the Guest Speaker Request form and return it to the Office of Student Life.

e. Submit the completed Guest Speaker Packet (items c and d above) to the Office of Student Life at least 30 days prior to the date of the proposed speaking engagement.

The Office of Student Life will forward the completed Guest Speaker Packet to appropriate College personnel for approval. The Office of Student Life will not approve the use of a room for a guest speaker until the Guest Speaker Packet is returned with all required signatures of approval.

No posters may be displayed until the speaker is approved and the poster is initialed by the Office of Student Life.

The appropriate faculty advisor or designee MUST be present at the lecture or presentation.

7. Guest Speakers: Academic Freedom and Academic Responsibility

Guest speakers are expected to adhere to NYCC’s policy on Academic Freedom for Faculty and maintain the same standards of scholarship as those maintained by regular faculty. Failure to comply with this regulation will render the speaker ineligible for any future interaction within NYCC’s environs. The policy is as follows:

In research and publication a faculty member is entitled to discuss freely those subjects in which (s)he feels competent, pursue inquiry into any area of academic interest, and present and argue for those ideas and conclusions arising from such inquiry. While free to express those ideas which seem justified by facts, each faculty member is expected to maintain standards of sound scholarship and competent teaching. Further, while the pursuit of academic excellence sometimes demands challenging established ideas, the denigration or disparagement of individuals or ideas is not considered to be consistent with professional etiquette.

Every member of the faculty, outside the fields of instruction, research and publication should conduct her/himself in a manner that does credit both to her/himself and to the institution. When speaking or writing as a citizen a faculty member shall be free from institutional censorship or discipline, but in accordance with the principles of scholarship (s)he should be accurate, exercise appropriate restraint, show respect for the opinions of others and, where appropriate, clearly indicate that (s)he is not a spokesperson for the institution. Guest speakers are expected to adhere to this policy and maintain the same standards of scholarship, teaching, and professional etiquette as those maintained by regular faculty.

8. Student Club Funding

Clubs that are currently active and approved by the Office of Student Life are entitled to receive funding through the Student Activities budget. The source of this funding is available through the mandatory Student Activities trimester fee. These dollars are budgeted to active clubs and organizations that provide proof of meeting attendance, meeting minutes, etc. Unused funds from inactive clubs may revert to the Student Activities budget.

C. Club or Organization Events with Alcohol

1. Scheduling

No more than one public event (defined as an activity involving more than 15 people) with alcohol is allowed on
campus at any one time. Organizations wishing to sponsor a public event with alcohol should check with the Office of Student Life to see what other events are scheduled on the College calendar at that time. Parties must end by 12:00 midnight on weekends. No parties will be registered on evenings prior to a class day or during scheduled exams.

a. Prior Approval

Prior written approval for any public event with alcohol must be obtained from the Office of Student Life. Registration of the event and request forms must be completed at least two weeks prior to the event.

b. Facilities

Room reservations must be made through the appropriate staff for any campus building or area to be used for the event. A maximum of 15 people at any one time will be allowed in a residence hall suite during a public event where there is alcohol consumption. Special arrangements or setups should be discussed with the Office of Student Life and indicated on the request form.

2. Food and Refreshments

Food and nonalcoholic beverages must be provided by the sponsor at all public events where alcohol is served. The sponsor must secure approval from the Office of Student Life for the amount and type of food and beverages to be served, and all supplies must be ordered from NYCC Dining Services at least two weeks prior to the event.

3. Entertainment

The sponsor is responsible for making all arrangements for engagement and payment to any entertainment at the event. If College funds are to be used, the sponsor must request the funds from the Office of Student Life a minimum of 10 days in advance of the scheduled date. Payment will be made upon receipt of appropriate paperwork.

4. Personnel

The sponsor must make advance arrangements for and payment (when necessary) to the following personnel, all of whom must be at least 21 years of age:

a. At least two members of the sponsoring organization to be responsible for controlling the event;

b. An advisor of the sponsoring group, to be present during the entire event;

c. Two ID checkers at each door for the duration of the event;

d. Personnel from Dining Services to dispense alcohol, soda, or other nonalcoholic beverages.

5. Security

The sponsor must notify campus security of the event at least one week prior to the scheduled date.

6. Publicity

All posters or flyers for public events with alcohol must be approved and stamped by the Office of Student Life prior to distribution. All such promotional materials must reflect a responsible attitude toward alcohol use and may be posted only in designated areas. The Office of Student Life reserves the right to approve or reject such promotional materials.

7. Serving of Alcohol

Alcohol may only be sold to students by Dining Services. Furthermore, drinks must be individually purchased, and “all you can drink” purchases for one price are not allowed. The prices to be charged for beverages must be approved by the Director of Dining Services or her/his designee.

Alcohol may be sold to and consumed by only those individuals who are 21 years of age or over and authorized to be at the event. The designated ID checkers shall be responsible for verifying identifications and age by examining written evidence of age on a photographic ID card, and shall provide all such authorized individuals with a wristband to be worn during the event.
Personnel of Dining Services are the only ones licensed to sell alcohol on campus; no money may be exchanged between students for alcoholic beverages. Alcohol may be served only in designated areas.

Kegs, beer balls, or alcoholic punches are not allowed for alcohol events in residence hall suites.

Alcohol is allowed only in student suites. Open containers cannot be transported from one suite to another or consumed in public lounges.

8. Quiet Hours

Public events must not violate the quiet hours or any other noise regulation governing residence halls.

9. Cleanup

The sponsor shall be responsible immediately after the event for cleaning and restoring all used facilities and areas to their condition preceding the event. Satisfactory clean up consists of–

a. putting all garbage from floors and tables into trash barrels with liners;

b. removing the barrels to a dumpster nearest the activity;

c. taking down all decorations and signs;

d. wiping down tables;

e. cleaning the floor by sweeping or vacuuming, as appropriate.

10. Legal Responsibilities

a. Physical Damage

A host or sponsor shall be responsible for any and all physical damage to the facility or area used, including entries, exits and bathrooms used, and for all costs incurred by the College as a result of prohibited or irresponsible behavior at a private party or public event.

b. Enforcement of Laws and Policies

The host(s) or event sponsor must comply with and enforce all federal, state, local and College policies. Campus Security and the Office of Student Life shall have additional authority for any appropriate enforcement activity, including the discretion to close a private party or public event if necessary.

c. College Judicial Procedures

Faculty, staff or students who violate club or organization event policy are subject to disciplinary action in accordance with College policies and judicial procedures.

For additional information regarding photocopies, scheduling of events, club mailboxes, bulletin board postings, fund raising, and use of the College logo/seal, please contact the Office of Student Life.

D. CORPORATE RELATIONS

New York Chiropractic College works with industry leaders to establish mutually beneficial relationships through corporate sponsorships. Accordingly, approval from the Vice President of Institutional Advancement is required prior to engagement in any activities by NYCC students, employees, groups or clubs where their affiliation with the College may generate promotional exposure for another’s commercial or political interests.

XII. Residence Life

NYCC maintains a full-service Residence Life program. Students may choose to live on campus in one of the modern and convenient residence halls when they enter into a Housing License Agreement with the College.

A. RESIDENCE LIFE PHILOSOPHY

The NYCC Residence Life philosophy is based on the principles of providing students with a safe, healthy and
attractive living-learning environment that supports the academic mission of the College. Hence, the policies that have been established by NYCC have been created in order to promote the welfare and protection of individuals as well as the College community.

In turn, the residence halls provide an opportunity for interaction among peers of various cultural and ethnic backgrounds. Many aspects of residence hall living occur simply by the nature of the environment; however, many are shaped by the goals of the institution. NYCC places a high priority on the concepts of our halls serving as living/learning environments. Mutual respect and consideration combined with an awareness and sensitivity to the needs of other students must be the standards for group living. Any student who is found to be disruptive to the communal arrangements of a residence hall or who conducts himself/herself in an irresponsible or unethical fashion will be sanctioned in a manner consistent with policies and processes noted in the Student Guide.

A second component of the Residence Life philosophy is the high priority that is placed upon the physical condition of our campus. To keep the buildings safe and in good condition, the Residence Life Staff works closely with the Facilities/Security Department.

On-campus living offers convenience as well as the opportunity to live near friends and other members of the academic community. On-campus living places students closer to their classrooms, the Library, Health & Fitness Center activities, and various other important locations and events. Such a living arrangement enhances the feeling of belonging to the College.

**B. RESIDENCY REQUIREMENTS AND WAIVERS OF RESIDENCY**

**General Requirements**

1. Residence Hall License Agreements will run on a trimester-by-trimester basis, with the exception of the first license agreement. All first-trimester students who choose to live on campus are required to live on campus for two consecutive trimesters. Students may move off campus following their residency obligation by following the procedure that is posted each trimester at the Student Life office.

2. New students are assigned rooms on a first-come, first-served basis after they have been accepted to the College and have paid the required housing deposit. Returning students will have the choice of (a) requesting a room change, or (b) living in their current room.

3. All residents must sign a Residence Hall License Agreement with the College. After each trimester, or after the second trimester for incoming students, residents have the opportunity to move off campus or reserve their present room assignment.

4. All residents must comply with all health and safety requirements and inspections.

5. The Residence Hall License Agreement is a legal agreement between the student and New York Chiropractic College. It entitles the student to use residence hall accommodations only in such a manner as described in this agreement. It is not a lease.

Failure to observe any of the terms and conditions of the Residence Hall License Agreement will be deemed an immediate violation. Such violation may subject a student to disciplinary actions, which may include but are not limited to eviction from the residence halls or room transfer to another location within the residence hall system.

The license agreement has been prepared in accordance with New York State law. A student’s signature on the Residence Hall License Agreement card indicates the student accepts his/her obligations under the law.

**C. RESIDENCE LIFE CONTRACT DURATION AND OBLIGATIONS**

Upon moving into a residence hall on campus, students must sign a Residence Hall License Agreement covering two full trimesters, after which time the student may request to terminate the agreement by submitting written notice to the Student Life office by the date posted by the Student Life office.
When the student’s initial Residence Hall License Agreement expires, the student may choose to continue living on campus on a trimester-by-trimester basis. The student can also terminate the Residence Hall License Agreement at the end of any trimester thereafter by notifying the Student Life office in writing by the dates posted at the Student Life office. If a student misses the deadline, (s)he may still apply. If the request is honored, (s)he will be assessed a $200 release fee.

If a student’s academic course load falls below full-time, (s)he must notify the Student Life office within three days of his/her change from full-time status. The College reserves the right to review/terminate on-campus housing for persons not engaged in full-time study.

D. LICENSE TERMINATION AND REFUNDS

All Residence Hall License Agreements are binding for one full trimester, with the exception of the first license agreement for incoming students, which is binding for two full trimesters. New students and students moving on campus for the first time are required to pay a $100 room deposit at the time of room sign-up. The deposit will be applied to that trimester’s room fee. Students will be billed for the cost of the room when they receive their tuition bill. If a student changes his/her mind about living on campus before (s)he moves in, that student is entitled to a full refund of room deposit and room fees. To receive this refund, written notice must be given within two working days following the beginning of the commencing trimester. Once moved in, no housing refunds are granted unless the student separates from the institution. Early termination of the license agreement will also result in a $200 early-termination fine.

Students returning to the halls for the next trimester are allowed to keep belongings in the residence halls during each trimester recess with permission. Students must vacate the residence halls and remove items from the premises by the advertised deadline if they are not returning to the halls the following trimester or be charged.

Permission must be granted for any student remaining on campus over break. Requests will be considered on an individual basis. Students granted permission may be moved to another location over break. See Housing Agreement for details.

Storage for personal belongings may be provided as space permits. Students may also wish to take any personal valuables home with them for the break, as the College strongly recommends that no valuables be left in the residence halls during vacation periods. NYCC is not responsible for the loss or damage of property of any resident or individual due to theft, fire or other causes. The College does not accept any responsibility for student possessions, including those stored in the building.

When a student moves off campus, (s)he must take all possessions. Any items left behind become the property of the College to dispense as deemed appropriate. Signing this agreement authorizes the College to remove and properly store or dispense any belongings not properly removed or stored after the time of hall closing, as determined by the Director of Student Life. Acceptance of the license also means that the student agrees to pay such fees as are assessed by the College for the labor involved in moving and storing the student’s personal belongings, and that the College shall not be responsible for any resulting loss or damage.

E. WITHDRAWAL REFUNDS

If a student separates from the College for any reason, (s)he may be entitled to a full or partial refund in accordance with the College’s published refund policy. To be eligible for any refund, (s)he must submit an appropriate written request to terminate the housing license as part of the withdrawal procedures. Sign-out procedures must be completed. Refunds that are approved are based on the College’s published Refund Policy.

F. ROOM ASSIGNMENTS

The College reserves the right to assign residents to rooms that need to be filled before any preferences will be honored. The Office of Student Life may change a room assignment based on the College’s need to consolidate and/or to accommodate for the good of the residence hall room-assignment needs.

Room assignments for students will be made every trimester for new students. Students residing in the halls may have the option to remain in the rooms they
currently occupy or request a room change. Once a room assignment has been made, changes of that assignment must be approved by the Student Life office and processed by the residence hall director.

The College provides a variety of housing options comprised of single rooms and family housing. Each building has a kitchen facility located in the basement along with recreation and laundry facilities, and also has cable television and a wireless Internet service available to the students.

Family housing is assigned to students whose spouses accompany them to Seneca Falls to live full-time during their tenure as a resident. Married students and their spouses are eligible for two-bedroom suites, and those whose dependent minor children live with them on campus are eligible for four- and five-bedroom family suites. Eligibility for family housing must be proven by submitting a copy of a marriage license (for spouses) or birth certificate (for children).

For additional information regarding the license agreement, policies and fines, please refer to the Residence Hall License Agreement, or contact the Office of Student Life.

Fines related to Residence Life issues can be charged to students based on what violation has occurred. Any individual who has been cited with a violation may be subject to judicial action and/or eviction from the residence hall.

XIII. Center for Career Development and Professional Success

The Center for Career Development and Professional Success provides applicants, students and alumni from all of NYCC’s programs with assistance needed to identify and pursue career goals. In collaboration with other departments of the College, the Center provides lifelong career services to its clientele.

Specific services include the following:

A. United States Chiromap™

The Chiromap™ is a map of the United States with a colored overlay that shows areas of high potential for a successful integrated healthcare practice. Associated demographics available through the Center’s Student Portal page help to identify focused areas of population that correspond with the profile of the type of person most likely to utilize integrated healthcare. The program provides students with powerful tools for choosing locations that will lead to career success.

B. Practice Laws & Regulations

Information regarding scope of practice and licensure requirements for each state is available for each of our degree programs to assist students in determining their ability to practice as they wish in their state(s) of choice.

C. Online Career Opportunities Database

An online database enables students and graduates to locate career opportunities worldwide. Advertisement of opportunities in this database is freely available to NYCC students, faculty, staff and alumni. The database places clients in direct contact with employers and provides information on contact data, position requirements and other pertinent specifications. Containing over 2,000 listings, the database is widely used by NYCC students, staff, alumni and the professional community.

D. Student and Alumni Portal Pages

Housed on our campus intranet, our Portal pages enable us to offer most of our services online, providing access for students and alumni 24 hours a day, wherever they may be. Included on our Student Portal page are access to the U.S. Chiromap™ program, links to online scopes of practice, NYCC’s online career opportunities database, templates for résumés, cover letters, thank-you letters, business plans and a sample associate contract. Business information and information on job-search and interviewing strategies and salary information are also available here. A similar page is available on our Alumni
Portal, enabling the Center to continue to offer its services to graduates.

E. CAREER COACHING/COUNSELING

Through individual career counseling, students are assisted in identifying and clarifying career options and evaluating these in light of their own abilities and interests. In addition, workshops and seminars are available on topics of common interest related to the career development of NYCC students. Center services are taken to the outpatient health centers every trimester to assist students with transitioning to professional practice. The Myers-Briggs Type Indicator is also offered to help students identify and learn to utilize interpersonal style as it relates to career development and the establishment of successful interpersonal relationships.

F. CAREER SERVICES LIBRARY

A diverse collection of printed reference materials, videos and computer software enables students to access job-search and practice-management resources, and includes information on state-licensure standards and scopes of practice. This information is available for chiropractic, nutrition, and acupuncture and Oriental medicine programs.

XIV. College Bookstore

The College Bookstore, currently operated by Follett, is located in the tunnel connecting the Academic I and Administration buildings. It is open Monday through Friday and occasionally on Saturdays. The Bookstore offers a full range of supplies and services throughout the year including textbook buybacks, digital textbooks, College rings and special orders of both books and supplies. The College Bookstore is a Welch Allyn distributor.

A. TEXT RENTAL

Our goal is to help you get affordable textbooks as quickly and efficiently as possible – whether that’s online, in-store or both! Renting could save you up to 50% or more; it’s simple and convenient. You’ll be able to create a textbook rental agreement, manage an existing account, or review your rental history. All is available at rent-a-text.com.

B. BOOK BUYBACK

At the end of each trimester, a book buyback is conducted at which time students have the opportunity to sell any unwanted textbooks. The Bookstore will pay up to 50% of the original value of the textbook dependent on need, availability and changing market trends.

C. SUPPLIES AND EQUIPMENT

The Bookstore stocks all textbooks, supplies and equipment required for all courses at NYCC. Equipment is on display and available for purchase on days the Bookstore is open. Several different methods of payment are acceptable, including cash, imprinted personal checks, American Express, Visa, MasterCard and Discover Card. In addition, the Bookstore carries portable adjusting tables and is happy to special-order any book in print at no extra charge.

D. BOOKSTORE REFUND POLICY

The refund policy for textbooks and merchandise is as follows: New textbooks that are in the same condition as when purchased and used textbooks in salable condition may be returned within 7 days from the first day of class. Textbooks purchased after the first 7 days of class may be returned within one day of purchase. Clothing is returnable within 7 days of purchase with tags attached and with receipt. Supplies are nonreturnable.

A receipt is required for all returns.

No refunds will be allowed during exam periods.

Please note policies are subject to change, please refer to your bookstore manager.
E. COLLEGE RINGS

Official NYCC rings and other graduation regalia items are available at the Bookstore. Sample rings are on display and order forms are available. Rings may also be ordered online at www.herff-jones.com/college or shop.jostens.com.

F. OTHER SERVICES

The Bookstore welcomes the opportunity to provide fax service, Fed Ex shipping, postage stamps, and free gift-wrapping.

XV. Health Services

A. CAMPUS HEALTH CENTER – SENECA FALLS CAMPUS

The Campus Health Center is available on an appointment basis to serve the chiropractic and, the acupuncture and Oriental medicine healthcare needs of the College community, which includes students, faculty, and staff. Its hours of operation vary from trimester to trimester. Participation in the Campus Health Center provides valuable learning experience for NYCC interns as well as partial fulfillment of their clinical education requirements.

B. STUDENT ACCIDENT AND HEALTH INSURANCE

Information on how to obtain insurance is available in the Office of Student Life, located on the first floor of the Academic I Building (Suite 114). Accident and health insurance are the sole responsibility of the student. Please take this responsibility seriously. Health emergencies do occur in everyone’s lifetime.

C. SENECA FALLS HEALTH CENTER

The Seneca Falls Health Center is located on the campus, across from the Health & Fitness Center. This facility offers a wide range of services that include chiropractic, medical, acupuncture, Oriental medicine, massage therapy, and podiatry. Additionally, this facility provides medical infirmary services to chiropractic students in Trimesters 1-7 and chiropractic interns assigned to the Seneca Falls campus. Students enrolled in the MSA/MSAOM programs have the option to pay a minimal fee to receive infirmary services at this facility. To enroll, MSA/MSAOM students must complete an Infirmary Fee Election Form each trimester at the Bursar’s office. The enrollment must be done prior to the second week of the trimester.

XVI. Dining Services

The campus meal plan at NYCC offers participants quality, value and flexibility with a menu that utilizes variety, nutrition and convenience.

The Main Servery is located in the Administration Building. Meal plan participants as well as cash customers are invited to sample and enjoy a wide array of food including sandwiches/wraps, burgers, pizza and snacks as well as Healthy Heart items and a changing menu of daily specials.

The Coffee Kiosk is located on the lower level of Academic I Building, below the Campus Health Center and computer lab. The Kiosk features coffee, espresso, cappuccino, fresh baked goods, salads, soups and soups.

Purchases can be paid with cash or just “put on the card” – the meal card, that is. It is currently a requirement that all chiropractic and acupuncture students in Trimesters 1-9 who attend classes on the main campus or are assigned to the Seneca Falls Health Center taking 12 or more credits purchase a minimum campus meal plan. However, a student may select one of the larger meal plan options for greater dining convenience and savings.
In the event that a meal plan participant must withdraw from the College, a credit will be processed according to the College Refund Policy.

XVII. Health & Fitness Education

A. Health & Fitness Education Philosophy

The NYCC Department of Health & Fitness Education seeks to promote, conduct and administer organized aquatics, intramural sports, fitness programs and informal recreational sports activities for the patrons of the Health & Fitness Center by—

1. providing an opportunity for interesting and rewarding sports competitions and recreation;

2. providing a varied and diverse program of intramural sports and recreational activities so that all students have an opportunity to participate, regardless of athletic ability;

3. emphasizing the importance of establishing a habit of lifetime involvement in recreational activities.

The Health & Fitness Education Department encourages suggestions concerning policies, equipment, programs, facilities, conditions, personnel or any other aspect of the department’s program that may be beneficial to the overall services provided. The College looks forward to continuing to meet patrons’ recreational needs.

B. Types of Programs Offered

1. Open Recreation

Open court time in the gymnasium and open swim time in the Olympic-size pool are available daily. A quarterly schedule showing the times that open recreation and open swim take place is available on the carousel located across from the Health & Fitness Center reception and information window.

2. Intramural Sports

The intramural program provides a wide array of intramural opportunities such as walleyball, flag football, soccer, basketball, tennis, racquetball, volleyball, softball, ultimate Frisbee and floor hockey.

In some leagues and individual tournaments, the competition level is divided into various ability levels. For more details on types, eligibility, deadlines and rules, please check the carousel.

3. Instructional, Fitness and Wellness Programs

The Department of Health & Fitness Education instructional, fitness and wellness programs are a different approach toward total fitness. Through a network of personal trainers and lifetime sports instructors, the programs’ objectives are (a) to help improve personal wellbeing by providing a variety of challenging opportunities designed to improve overall personal health at a pace that is designed for each individual; and (b) to introduce the student to fitness and recreational activities that will promote physical, emotional and social benefits.

4. Chiropractic Games

Students are encouraged to participate in the annual Chiropractic Games held each fall at a selected chiropractic college in the United States. This event attracts a minimum of 13 chiropractic colleges, normally with 1,000 to 1,200 chiropractic college students participating in numerous athletic competitions such as softball, volleyball, golf, tennis, flag football, soccer, running, basketball, swimming, mountain biking and ice hockey.

C. Health & Fitness Center Facilities Available for Use

1. Multi-Purpose Gymnasium

The 32,000-square-foot gymnasium in the NYCC Health & Fitness Center features a multifunctional Pulastic 7+2 resilient athletic surface equipped with four interchangeable basketball/tennis courts; nine volleyball courts; and a 150-meter, four-lane walking/jogging track encircling the gymnasium. Please check the schedule for availability of times of the various activities.
2. **Fitness Center**

The Health & Fitness Center is home to a 3,699-square-foot, state-of-the-art strength and cardiovascular fitness center featuring top-of-the-line equipment: rowing machines, treadmills, stair climbing machines, upright bikes and recumbent bikes. The free-weight area contains an extensive number of fitness products, including over 2,100 pounds of Olympic plates and dumbbells. The fitness center also features five TV monitors equipped with FM audio transmitters.

3. **Racquetball/Handball Courts**

The two racquetball/handball courts are scheduled on a reservation basis. Standard safety equipment such as eyewear, plastic racquet frames, and wrist lanyards is strongly recommended when using the courts.

4. **Pool**

A six-lane, 25-meter pool ranging in depth from 3.5 to 13 feet is located in the Health & Fitness Center. A wide range of aquatic programming, including water walking and aquacise classes, is available in both a structured and unstructured format.

5. **Locker Facilities**

Lockers may be rented by purchasing a locker permit in the Health & Fitness Center office, Room 102 of the Health & Fitness Center, between the hours of 8:30 AM and 4:00 PM Monday through Friday (unless posted otherwise).

6. **Outdoor Facilities**

The landscaping of the campus provides the potential for a large variety of recreational athletic facilities. The NYCC outdoor facilities consist of two tennis courts, four softball diamonds, a multipurpose athletic field designed to accommodate soccer, flag football and lacrosse; two volleyball courts; two basketball courts; and a 5K USA track-and-field road-race course. Additionally, Executive Links, a nine-hole, par-three golf course and driving range located on the campus, is available, at a fee, to students interested in golf.

D. **HEALTH & FITNESS CENTER CLOSINGS**

The Health & Fitness Center closes during certain periods of the year, most notably during National Board examinations, commencement, and major holidays. Every effort is made to notify the student population well in advance concerning these dates. However, all students are encouraged to consult the schedules posted throughout the Health & Fitness Center, the Student Portal, and the NYCC website.

Additionally, the Health & Fitness Center will close in the event the campus closes due to a snow storm, or for any other reason related to weather conditions that would jeopardize the safety of our students and employees.

E. **HEALTH & FITNESS CENTER ACCESS**

An NYCC Student Identification card or a Health & Fitness Center membership photo identification card is required for entry into the facility.

F. **SPOUSE/FACULTY/STAFF/DEPENDENT MEMBERSHIP**

Student, faculty, and staff spouses and dependents are eligible to utilize the Health & Fitness Center facilities upon purchasing a Health & Fitness Center Community membership. All memberships are for one-year, effective the date of purchase. Members (except children under 5) will be issued a photo identification card that must be presented upon entering the Health & Fitness Center. Information regarding the categories and cost of memberships is available from the Health & Fitness Center.
XVIII. Other Campus Services

A. Mail Services

The Mail Services Department’s hours of operation are 8:30 AM to 4:30 PM, Monday through Friday.

Mailboxes are located on the lower level of the Administration Building. All students share a mailbox with one other student.

Mail is delivered to students’ mailboxes daily by approximately 3:00 PM. For oversized items, a package slip will be placed in the mailbox. The package slip may be presented at the Mailroom window during regular business hours for package pickup. The following information is vital to ensuring that mail is delivered in a timely manner. Mail sent to the College that does not have the appropriate mailing address will take longer to be delivered.

1. Address for UPS, Fed Ex and USPS
   
   Name – Box #
   NYCC
   2360 Route 89
   Seneca Falls, NY 13148

2. Mail Delivery Address Change Form

   A change-of-address form is available from the Mail Services Department for the following uses:
   
   Moving on or off campus;
   
   Attending an off-campus health center during the eighth, ninth and 10th trimesters;
   
   Withdrawal or leave of absence;
   
   Graduation.

   Filing this form promptly ensures that mail will be forwarded in a timely manner. Without such notification, mail may be returned to the sender.

   USPS shipping is also available.

B. Student Mailroom Usage

Students wishing to distribute fliers or other notices through student mailboxes must follow the procedure noted below:

1. Take the items to the Office of Student Life for approval.
2. The Office of Student Life will review the items for compliance with the College posting policy.
3. If the request is approved, the Office of Student Life will be responsible for having the items placed in mailboxes. Students are not to take them to the mailroom themselves.

   Students may not distribute personal ads through mailboxes.

C. Duplication Center

All students wishing to use the College’s Duplication Center for club or activity purposes must receive approval from the Office of Student Life. Students may not use the College duplicating services for personal or academic business. Use is restricted to clubs and activities only. All duplication requests must conform with the College’s copyright policy.

D. Monitor Announcements

Campus overhead monitors are used to inform the student body of academic and administrative matters, as well as to make announcements of professional, cultural and social interest. Student groups may use these monitors for announcements with the approval of the Office of Student Life.

E. Lost and Found

Lost and Found is located in the Facilities office, room L01, on the lower level of the Administration Building. Hours of operation are Monday through Friday, 8:00 AM to noon and 1:00 PM to 4:00 PM.
F. EMERGENCY CALLS

College staff will make every effort to locate students for emergency calls. Callers with requests that are not of a serious nature will be advised that the message will not be delivered.

G. STUDENT LOCKERS

All matriculated students at NYCC are issued a locker on campus for storing their possessions while attending classes. Lockers are located in the tunnels connecting the Library, the Academic Building, and the Administration Building. Locker assignments and combinations are issued during student orientation.

Students are responsible for removing all contents from their lockers by the end of the seventh trimester or their last date of attendance at the Seneca Falls campus. Items not removed from lockers will be removed by the Facilities Department and kept in the Facilities office for 90 days. Any items not claimed within 90 days will not be retained by the College.

Questions regarding locker assignment and usage may be directed to the Facilities office. NYCC is not responsible for lost, stolen, or damaged property.

Contact NYCC representatives for more information.
2360 Route 89 • Seneca Falls, NY 13148 • 1-800-234-6922 • www.nycc.edu