NEW YORK CHIROPRAC TIC COLLEGE

ACADEMIC EXCELLENCE

LEADERSHIP

PROFESSIONAL BEST PRACTICES

2018-2019
Catalog & Student Guide
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Welcome to New York Chiropractic College! I am delighted that you have chosen to pursue a professional education here in New York's beautiful Finger Lakes region.

You are embarking upon an exciting path that will lead you to a rewarding and fulfilling career where you will make a positive difference in the lives of others. As you do so, I hope you’ll find help and support in this Catalog and Student Guide (C&SG), which is designed to be a key resource on your academic journey.

The CS&G contains important information about NYCC’s history, mission, vision, and values. Here is where you’ll find admissions and academic information, including information outlining each of our programs, their curricula, and their graduation requirements. You can get to know about the NYCC faculty, staff, and administration, too, to better understand what each person does and how they can help you succeed. The CS&G is also where you’ll find the important policies that govern the College, including policies about attendance, student conduct, and academic or behavioral dismissal and appeals. And there’s much, much more to learn about the College, its resources, and the services available to you.

In short, this handbook provides essential information for every student. I encourage you to peruse it and learn about your rights, responsibilities, and opportunities as an NYCC student.

Most of all, I hope you learn what a proud tradition of natural healthcare professionals you move to join as you become a part of NYCC. We’re glad you’re here, and we look forward to growing with you in the coming trimesters.

Michael A. Mestan, D.C., Ed.D.
President
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 website at www.nycc.edu.

New York Chiropractic College offers an equal educational opportunity to all persons without regard to race, color, gender, age, creed, religion, national origin, ethnic background, citizenship, marital status, familial status, sexual orientation, gender identity, gender expression, disability or veteran status, status as a victim of domestic violence, ancestry, arrest/convictions record, genetic predisposition or “carrier” status, and any other characteristic protected by applicable federal, state, or local law. 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.
The landscape of healthcare education in New York changed forever in 1919 when Dr. Frank Dean founded the Columbia Institute of Chiropractic (CIC), later to become New York Chiropractic College. Dr. Dean served nearly 40 years as the institution’s first president. During the 1950s, CIC grew through mergers with the Columbia College of Chiropractic and Atlantic States Chiropractic Institute. Following Dr. Dean's death in 1958, Dr. Lorraine Welch served briefly as interim president.

In 1959, Dr. Ernest Napolitano was named president. Under his leadership the College achieved national prominence. In the 1970s the Columbia Institute became New York Chiropractic College (NYCC), moved to Long Island, was granted an absolute charter by the New York State Board of Regents, and received accreditation of its Doctor of Chiropractic degree program by the Council on Chiropractic Education.

Dr. Napolitano passed away in 1985, shortly after seeing NYCC achieve regional accreditation from the Middle States Association of Colleges and Schools. He was succeeded by Acting President Dr. Neil Stern, who served until 1987, when Dr. Keith Asplin was appointed president.

Constrained in its efforts to expand on Long Island, NYCC acquired the former Eisenhower College campus in Seneca Falls, New York, in 1989. Shortly thereafter, Dr. Kenneth W. Padgett was appointed president and led the effort to move the college 300 miles northwest. In 1991 the new campus was opened on 286 acres in the heart of the Finger Lakes region of central New York state. New facilities included academic and administrative buildings as well as an extensive library, athletic center, and residence halls. Subsequent years saw the construction of two new academic buildings on campus and the addition of clinics in Seneca Falls, Syracuse, Cheektowaga, Depew, Rochester, and elsewhere. Many of these facilities continue to serve NYCC students today. In addition, collaborations with the Veterans Administration, several hospitals, and various private facilities ensure diverse opportunities for clinical education.

Dr. Frank Nicchi ’78 succeeded Dr. Padgett in 2000. An educator at heart, his vision led New York Chiropractic College to build on its chiropractic roots. Beginning in 2002 a dramatic academic expansion resulted in the addition of graduate degrees in acupuncture, acupuncture and Oriental medicine, diagnostic imaging, applied clinical nutrition, sports nutrition, clinical anatomy, and human anatomy and physiology instruction. A baccalaureate degree completion program and various certificate programs round out the College's offerings. NYCC also established the first-ever chiropractic residency in a Veterans Administration hospital. Success of this pilot program led to the establishment of five residency sites in VA hospitals across the country. The College serves as academic affiliate for two of these sites.

Beginning in 2010, the College embraced online education. A Master of Science degree in Applied Clinical Nutrition and another in Human Anatomy and Physiology Instruction are now available entirely online. Hybrid offerings now enrich other degree programs.

In Fall of 2017, Dr. Michael A. Mestan was appointed president of New York Chiropractic College, succeeding Dr. Frank Nicchi. Dr. Mestan joined NYCC in 2002 as a department head and subsequently held a number of increasingly responsible appointments, including being named executive vice president and provost in 2010. Upon becoming NYCC president, Dr. Mestan said, “The College has a rich history of great leaders, faculty, and alumni who serve the public through academic excellence, quality patient care, and professional leadership. I accept the responsibility of keeping NYCC moving into the future while advancing our mission and never forgetting who we are or where we came from.”

As it has always been, New York Chiropractic College remains on the cutting edge of natural healthcare education. Looking to the future, we will continue to focus on academic excellence, leadership, and professional best practices, seizing every opportunity to enhance our reputation as a leading institution for the training of collaborative natural healthcare professionals and academicians.
MISSION STATEMENT

New York Chiropractic College is committed to academic excellence, leadership, and professional best practices.

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, interprofessional collaborative 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; and
- our role as an authority in 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 natural healthcare professionals and academicians who embrace interprofessional collaboration.
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>
<tr>
<th>Degree Programs</th>
<th>New York State HEGIS Code</th>
</tr>
</thead>
<tbody>
<tr>
<td>DC Doctor of Chiropractic</td>
<td>1221</td>
</tr>
<tr>
<td>Advanced Certificates within the DC Program</td>
<td></td>
</tr>
<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>
<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>MSSN Master of Science in Sports Nutrition</td>
<td>1299</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</td>
<td>1201</td>
</tr>
<tr>
<td>(Note: this program is only available to NYCC students enrolled in the DC, MSA, or MSAOM programs)</td>
<td></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>
</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.

**Institutional Learning Objectives**

As our mission statement outlines, the goal of the New York Chiropractic College is to offer the highest quality graduate education by ensuring that those completing our programs meet the following institutional learning objectives:

1. Develop critical thinking skills using current evidence and practices to make informed decisions;
2. Use information literacy skills to effectively locate, analyze, and integrate information;
3. Demonstrate effective forms of communication;
4. Behave ethically, professionally, and with integrity;
5. Practice with intraprofessional and interprofessional collaboration;
6. Display leadership skills applicable to the field of study;

7. Conduct themselves in a caring and compassionate manner sensitive toward others of all cultures and backgrounds; and

8. Understand the theoretical underpinnings and application of chosen discipline.

ACADEMIC PROGRAM PURPOSE STATEMENTS

Doctoral Programs

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.

DC Program Certificates

Whole Food Nutrition Advanced Certificate (WFN)

The Whole Food Nutrition Advanced 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.

Master’s Programs

Master of Science in Acupuncture Program (MSA)

The Acupuncture Master of Science degree program provides a comprehensive professional education in acupuncture and aspects of Oriental medicine. The program prepares graduates to practice as independent healthcare providers capable of treating all members of the general public while practicing in multidisciplinary healthcare settings.

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

The Acupuncture and Oriental Medicine Master of Science degree program provides a comprehensive professional education in acupuncture and Oriental medicine. The program prepares graduates to practice as independent healthcare providers capable of treating all
members of the general public while practicing in multidisciplinary healthcare settings.

**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 Sports Nutrition Program (MSSN)**

The Master of Science degree program in Sports Nutrition will advance New York Chiropractic College’s mission by preparing professionals in the assessment, intervention, and management of nutritional imbalances for the promotion of health, the optimization of athletic performance, and the enhancement of recovery from exercise and/or injury.

**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.

**Postdoctoral Master's Residency Programs**

**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.

**Baccalaureate Completion**

**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.

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

New York Chiropractic College is accredited by the Middle States Commission on Higher Education, 3624 Market Street, 2nd Floor West, Philadelphia, PA 19104 (267-284-5000). The Middle States Commission on Higher Education is an institutional accrediting agency.
recognized by the U.S. Secretary of Education and the Council for Higher Education Accreditation.

**Middle States Commission on Higher Education (MSCHE) – [www.msche.org](http://www.msche.org).**

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](http://www.cce-usa.org).

The Finger Lakes School of Acupuncture and Oriental Medicine’s 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, Suite 2, Eden Prairie, MN 55347, Phone: 952-212-2434, Website: [www.acaom.org](http://www.acaom.org).

New York Chiropractic College is an institutional member of the State Authorization Reciprocity Agreement Initiative (SARA). SARA is a voluntary agreement among its member states and U.S. territories that establishes comparable national standards for interstate offering of postsecondary distance-education courses and programs. Students residing outside New York state who have concerns resulting from distance-education courses offered by NYCC may follow the external complaint process located in the Student Guide.

ACAOM institutional and programmatic accreditation status and notes may be viewed at [http://acaom.org/directory-menu/directory/](http://acaom.org/directory-menu/directory/).

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.

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

**Certifications**

New York Chiropractic College is certified by the United States Department of Education to offer the following programs:

- Federal Pell Grants
- Federal College Work Study Program
- Direct Federal Loans
- 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, Alumni Relations, and the offices of student activities and housing. In addition, these buildings contain faculty offices and the offices of the Dean of Chiropractic, the Dean of the Finger Lakes School of Acupuncture and Oriental Medicine, Assistant Dean of 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, a student lounge with networked computers, a library, and classrooms. These facilities provide the clinical and educational environments in which students 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 clerkship 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 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 Oriental Medicine Dispensary.

Rochester Outpatient Health Center, Henrietta, New York

The Health Center at Henrietta is located within a suburb of Rochester, 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.
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. Measurement information systems are available through the Research Center to conduct patient-reported outcomes research in collaboration with our health centers. Faculty mentorship assists students with conducting independent research projects. 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 of Academic Affairs, and Vice President of Finance and Administrative Services are located in this building, along with the offices of Accounting, Payroll, Purchasing, Accreditation, Institutional Effectiveness, Bursar, Computer Services, Human Resources, Institutional Advancement, Marketing and Communications, Enrollment Management (Admissions, Financial Aid, and Registrar), Facilities Management, and Campus Security. The Administration Building also houses student, faculty, and staff dining facilities, mail and central duplication services, and the Delavan Theater.

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 Academic I Building, 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 Administration 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 bedrooms, a living/study room, and either one or two bathrooms. Standard features include wall-to-wall carpeting, a refrigerator, 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 & Fitness Center**

Students, faculty, and staff enjoy one of the finest regional recreational facilities in NYCC's 88,000 square-foot Standard Process Health & Fitness Center. Memberships are also available to residents of the surrounding community. A 32,000 square-foot gymnasium 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 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 basketball and volleyball courts; and two multipurpose athletic fields utilized for soccer, lacrosse, and flag football.

**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 State Route 89
Seneca Falls, NY 13148

Phone: 1-800-234-6922

Websites:
www.nycc.edu
www.nycchealthcenters.com
Admission to New York Chiropractic College

New York Chiropractic 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.
   - **MSSN Program** – no references required.
   - **MSHAPI Program** – no references required.

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 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.

NYCC operates on a trimester calendar with three potential starting points each year: September (fall), January (winter), and May (spring).

<table>
<thead>
<tr>
<th>Enrollment Terms by Program</th>
<th>Fall</th>
<th>Winter</th>
<th>Spring</th>
</tr>
</thead>
<tbody>
<tr>
<td>Doctor of Chiropractic</td>
<td>X</td>
<td>X</td>
<td>X</td>
</tr>
<tr>
<td>MS Acupuncture, MS Acupuncture and Oriental Medicine</td>
<td>X</td>
<td></td>
<td></td>
</tr>
<tr>
<td>MS Applied Clinical Nutrition</td>
<td>X</td>
<td>X</td>
<td></td>
</tr>
<tr>
<td>MS Sports Nutrition</td>
<td>X</td>
<td></td>
<td></td>
</tr>
<tr>
<td>MS Human Anatomy and Physiology Instruction</td>
<td>X</td>
<td>X</td>
<td></td>
</tr>
</tbody>
</table>

Candidates interested in the Residency programs of the Master of Science in Clinical Anatomy and Master of Science in Diagnostic Imaging programs should contact the office of Human Resources for more information.

NYCC operates on a rolling-admission basis. Please see the program of interest for specific admission criteria to evaluate when to apply.

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; and
- 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.

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 State 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

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 $12,241 per trimester for the 2018-2019 academic year. For students falling above the 17 to 28 credit range, $537 will be added to the flat rate for each credit above 28; for students falling below that range, $537 will be subtracted from the flat rate for each credit below 17. 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 $548 per credit for the 2018-2019 academic year. NYCC alumni and students who are concurrently enrolled 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 $692 per credit hour for the 2018-2019 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 who are currently enrolled in the Doctor of Chiropractic or MSA/MSAOM program receive a 20% discount.

**Bachelor of Professional Studies Program**

A $1,475 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.

**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. For students billed prior to registration, 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 first 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 in U.S. dollars. International wire transfers can be made using the College’s approved vendor. Credit card payments are accepted online through the student portal. NYCC accepts MasterCard, Visa, American Express, PayPal, and Discover.
The College reserves the right to not accept personal checks if there is a history of checks presented with insufficient funds.

In order to be cleared to register each trimester, students must accept the Student Financial Obligation Agreement located on the Student Portal.

**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.

### Fees (2018-2019 Academic Year)

#### Fees Per Trimester

<table>
<thead>
<tr>
<th>Fee Type</th>
<th>Amount</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>General Fee</strong></td>
<td></td>
</tr>
<tr>
<td>1st trimester of DC enrollment</td>
<td>$285</td>
</tr>
<tr>
<td>Subsequent DC trimesters and all AOM trimesters</td>
<td>$240</td>
</tr>
<tr>
<td><strong>Technology Fee (DC and AOM students)</strong></td>
<td>$50</td>
</tr>
<tr>
<td><strong>Meal Plans (mandatory minimum for students taking 12 or more credits)</strong></td>
<td></td>
</tr>
<tr>
<td>DC students in trimesters 1-9 enrolled at Seneca Falls campus</td>
<td>$538*</td>
</tr>
<tr>
<td>AOM students living on campus</td>
<td>$538</td>
</tr>
<tr>
<td>AOM students living off campus</td>
<td>$324</td>
</tr>
<tr>
<td><strong>Infirmary Fee (for students taking 12 or more credits)</strong></td>
<td></td>
</tr>
<tr>
<td>DC students enrolled at Seneca Falls campus</td>
<td>$50*</td>
</tr>
<tr>
<td>AOM students</td>
<td>$50</td>
</tr>
</tbody>
</table>

*These fees do not apply to 8th or 9th trimester students participating in a single long-term clerkship resulting in 50% or less of the trimester being spent at the Seneca Falls Health Center.

#### Other Fees/Deposits

<table>
<thead>
<tr>
<th>Fee Type</th>
<th>Amount</th>
</tr>
</thead>
<tbody>
<tr>
<td>Application Fee (nonrefundable)</td>
<td>$60</td>
</tr>
<tr>
<td>New Student Tuition Deposit</td>
<td>$400</td>
</tr>
<tr>
<td>Housing Deposit (first-time occupants)</td>
<td>$100</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 (AOM)</td>
<td>$1,095</td>
</tr>
</tbody>
</table>

#### Housing Fees per Trimester

<table>
<thead>
<tr>
<th>Housing Type</th>
<th>Amount</th>
</tr>
</thead>
<tbody>
<tr>
<td>Single Room</td>
<td>$2,590</td>
</tr>
<tr>
<td>Married</td>
<td>$3,234</td>
</tr>
<tr>
<td>Family</td>
<td>$3,692</td>
</tr>
</tbody>
</table>
**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). Tuition for an elective courses is refunded if the course is dropped before the elective starts.

**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 trimester, a pro-rata refund calculation determines the amount of student aid a student has earned. After the 60% point of the trimester, 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 GradPLUS Loan
- 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 reducing internal scholarships, in excess of tuition, general fee, technology fee, and infirmary fee, 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 U.S. 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, and/or
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, lists many of the scholarships, grants, and loans available at NYCC, along with general eligibility criteria and application process.

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

<table>
<thead>
<tr>
<th>Grants &amp; Scholarships</th>
<th>Applicable to</th>
<th>Program Name</th>
<th>Description</th>
<th>Award Amount</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>All degree programs</td>
<td>Federal and NY State Veterans Awards</td>
<td>Veterans who have completed eligible service</td>
<td>Amounts vary</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Presidential Scholarships</td>
<td>Competitive Scholarships</td>
<td>Amounts vary</td>
</tr>
<tr>
<td></td>
<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></td>
<td>NYCC Academic Scholarships</td>
<td>Competitive Scholarships awarded to enrolled students in each cohort class of Trimesters 2-9</td>
<td>Up to $500 per trimester</td>
</tr>
<tr>
<td></td>
<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>Up to $500 per trimester  Up to $1,500 maximum per award year</td>
</tr>
<tr>
<td></td>
<td></td>
<td>NYCC Education Opportunity Awards</td>
<td>Competitive Awards for enrolled students who have an NYCC minimum GPA of 3.0; financial need and essay considered</td>
<td>Up to $500 per trimester  Up to $1,500 maximum per award year</td>
</tr>
<tr>
<td></td>
<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></td>
<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>Up to $500 per trimester  Up to $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</td>
<td>Master’s degree programs: $20,500; DC program: May be awarded up to $33,000</td>
<td>2017-2018 Fixed rate 6.0%</td>
<td>Financial need</td>
<td>FAFSA Form, Master Promissory Note/Loan Application</td>
</tr>
<tr>
<td></td>
<td>Stafford Loan</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>Graduate PLUS Loan</td>
<td>May be awarded up to student budget less other aid</td>
<td>2017-2018 Fixed rate 7.0%</td>
<td>Credit worthy</td>
<td>FAFSA Form</td>
</tr>
<tr>
<td></td>
<td>U.S. and International</td>
<td>Amounts vary</td>
<td>Vary by loan program</td>
<td>Vary by loan</td>
<td>Contact the Financial Aid Office for information</td>
</tr>
<tr>
<td></td>
<td>Student Private Loans</td>
<td></td>
<td></td>
<td>program</td>
<td></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>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
<td></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 2018-2019

<table>
<thead>
<tr>
<th>*Expense</th>
<th>MSA Program</th>
<th>MSAOM Program</th>
<th>Online Programs</th>
<th>Seneca Falls Campus</th>
<th>Off-Campus Health Center 7 &amp; 8</th>
<th>Off-Campus Health Center 9 &amp; 10</th>
</tr>
</thead>
<tbody>
<tr>
<td>Tuition</td>
<td>$16,578</td>
<td>$20,092</td>
<td>$8,304</td>
<td>$24,482</td>
<td>$24,482</td>
<td>$24,482</td>
</tr>
<tr>
<td>Fees</td>
<td>$680</td>
<td>$680</td>
<td></td>
<td>$680</td>
<td>$680</td>
<td>$680</td>
</tr>
<tr>
<td>Books &amp; Supplies</td>
<td>$1,400</td>
<td>$1,400</td>
<td>$1,050</td>
<td>$1,500</td>
<td>$1,500</td>
<td>$1,500</td>
</tr>
<tr>
<td>Room &amp; Board</td>
<td>$8,240</td>
<td>$8,240</td>
<td>$8,240</td>
<td>$8,240</td>
<td>$9,025</td>
<td>$9,810</td>
</tr>
<tr>
<td>Transportation</td>
<td>$2,000</td>
<td>$2,000</td>
<td></td>
<td>$2,000</td>
<td>$2,232</td>
<td>$2,464</td>
</tr>
<tr>
<td>Personal</td>
<td>$1,342</td>
<td>$1,342</td>
<td>$1,342</td>
<td>$1,342</td>
<td>$1,421</td>
<td>$1,500</td>
</tr>
<tr>
<td>Loan Fees</td>
<td>$220</td>
<td>$220</td>
<td>$204</td>
<td>$354</td>
<td>$354</td>
<td>$354</td>
</tr>
<tr>
<td>Total</td>
<td>$30,460</td>
<td>$33,974</td>
<td>$19,140</td>
<td>$38,598</td>
<td>$39,694</td>
<td>$40,790</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 an Alien Registration Receipt 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>
</tr>
<tr>
<td>5</td>
<td>75 credits</td>
<td>2.00</td>
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<tr>
<td>6</td>
<td>95 credits</td>
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<tr>
<td>7</td>
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<tr>
<td>8</td>
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<td>2.00</td>
</tr>
<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>
</tr>
</tbody>
</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>
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<tr>
<td>3</td>
<td>24 credits</td>
<td>1.75</td>
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</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, or
- 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:

Cumulative number of credit hours successfully completed

Cumulative number of attempted credit hours

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 accept their financial aid award notice with the Financial Aid office. For continuing students, the act of not modifying their financial aid notice with the Financial Aid office is interpreted as acceptance on the student’s part of the aid package offered. Financial aid award notices can be viewed and modified through the Student Portal.
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 opportunities come from within and outside the College. Here are a few examples of scholarship and grant programs NYCC students have benefited from:

- 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
- Dr. Lillian M. Ford 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),
amounts borrowed cannot exceed the student's total resources available to students who do not have sufficient financial aid to meet their needs. The Stafford Loan amount 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 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 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. Payment of interest during these periods may be deferred until the borrower enters repayment. Please 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.
Academic Policies & Regulations

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.
**Definition of Credit Hour**

New York Chiropractic College adheres to the New York State Education Department’s definition of a credit hour, which is based on the U.S. Department of Education’s definition of a credit hour, as follows:

Semester hour means a credit, point, or other unit granted for the satisfactory completion of a course which requires at least 15 hours (of 50 minutes each) of instruction and at least 30 hours of supplementary assignments, except as otherwise provided pursuant to section 52.2(c)(4) of the New York State Education Department’s definition of a credit hour. This basic measure shall be adjusted proportionately to translate the value of other academic calendars and formats of study in relation to the credit granted for study during the two semesters that comprise an academic year.

The U.S. Department of Education defines the credit hour as follows:

An amount of work represented in intended learning outcomes and verified by evidence of student achievement that is an institutionally established equivalency that reasonably approximates not less than

1. one hour of classroom or direct faculty instruction and a minimum of two hours of out-of-class student work for approximately fifteen weeks for one semester or trimester hour of credit, or ten to twelve weeks for one quarter hour of credit, or the equivalent amount of work over a different amount of time; or,

2. at least an equivalent amount of work as required in paragraph (1) of this definition for other academic activities as established by the institution, including laboratory work, internships, practica, studio work, and other academic work leading to the award of credit hours.

**Notes:**

- This applies to all courses at all levels that award academic credit (i.e., any course that appears on an official transcript issued by the College) regardless of the mode of delivery including, but not limited to, self-paced, online, hybrid, lecture, seminar, and laboratory.

- All New York Chiropractic College degree and certificate programs are approved by the New York State Education Department. Academic units are responsible for ensuring that credit hours are awarded only for work that meets the requirements outlined in this definition. The expectation of contact time inside the classroom and student effort outside the classroom is the same in all formats of a course whether it be fully online, a hybrid/blended method of face-to-face contact with some content delivered by electronic means, or one delivered in lecture or seminar format.

**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:

- 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>Grade Descriptions</th>
</tr>
</thead>
<tbody>
<tr>
<td>90-100</td>
<td>A / 4.0 Consistently exceeds performance standards.</td>
</tr>
<tr>
<td>80-89</td>
<td>B / 3.0 Meets and occasionally exceeds performance standards.</td>
</tr>
<tr>
<td>70-79</td>
<td>C / 2.0 Meets performance standards.</td>
</tr>
<tr>
<td>0-69</td>
<td>F / 0.0 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 cumulative GPA calculation, 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 clerkship 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.
Purpose Statement

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.

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 admission 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 prerequisites 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% 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. In addition to an Ability-to-Pay statement, international applicants who did not attend a U.S. college or university or English-speaking university must also submit 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) or pass an international test of English proficiency;

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

3. certified English translation of educational credentials.

**PRE-CIROPRACTIC PROGRAMS**

_Baccalaureate Degree Offered in Conjunction With Other Institutions_

NYCC has established a “3+3” 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:

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<th>INSTITUTION/LOCATION</th>
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<tr>
<td>California University of Pennsylvania</td>
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<tr>
<td>California, PA</td>
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<td>Elmira, NY</td>
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<td>Fairleigh Dickinson University</td>
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<td>Teaneck, NJ</td>
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<td>Gannon University</td>
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<td>Erie, PA</td>
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<td>Georgian Court University</td>
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<td>Lakewood, NJ</td>
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<td>Huntingdon, PA</td>
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<td>La Plume, PA</td>
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<td>King’s College</td>
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<td>Wilkes-Barre, PA</td>
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<td>Marist College</td>
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<td>Poughkeepsie, NY</td>
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<td>Mercyhurst College</td>
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<td>Mount Aloysius College</td>
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<td>Neumann University</td>
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<td>Aston, PA</td>
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<tr>
<td>St. Thomas Aquinas College</td>
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<td>Sparkill, NY</td>
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<td>Shippensburg University of Pennsylvania</td>
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<td>Shippensburg, PA</td>
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<td>SUNY Cortland</td>
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<td>Cortland, NY</td>
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<td>University of Hartford</td>
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<tr>
<td>West Hartford, CT</td>
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**Other Pre-Chiropractic Articulation Programs**

In addition to the “3+3” 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.

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<td>Flushing, NY</td>
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<td>Felician University</td>
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<td>Rutherford, NJ</td>
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Iona College  
New Rochelle, NY  

Manhattan College  
Bronx, NY  

Nazareth College  
Rochester, NY  

Ramaipo College of New Jersey  
Mahwah, NJ  

Robert Morris University  
Moon, PA  

Utica College  
Utica, NY  

West Chester University of Pennsylvania  
West Chester, PA  

Wilson College  
Chambersburg, 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 clerkship. 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. To be awarded the DC degree, it is mandatory that degree requirements be completed within seven calendar years of original matriculation.

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**SAMPLE SCHEDULE**

**DOCTOR OF CHIROPRACTIC CURRICULUM**

<table>
<thead>
<tr>
<th>Course No.</th>
<th>Title</th>
<th>Lecture Hours</th>
<th>Lab Hours</th>
<th>Contact Hours</th>
<th>Credits Hours</th>
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**First Trimester**

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**Second Trimester**

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<tr>
<td>BPM 6630</td>
<td>Practice Management and the Law</td>
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<tr>
<td>RAD 6608</td>
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<td>RAD 6610</td>
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<td>TCH 6605</td>
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<tr>
<td>AST 6705</td>
<td>Clinical Nutrition</td>
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<td>BPM 6703</td>
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<td>CLS 6705</td>
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<td>DIA 6708</td>
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<td>TCH 6706</td>
<td>Diagnosis &amp; Management of Extremities Conditions</td>
<td>2</td>
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<td>TCH 6708</td>
<td>Contemporary Concepts in Chiropractic</td>
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<td><strong>TOTAL</strong></td>
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**Seventh Trimester**

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<td>AST 6806</td>
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<td>BPM 6830</td>
<td>Applied Ethics of Chiropractic</td>
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<td>CLS 6804</td>
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**Eighth Trimester**

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</thead>
<tbody>
<tr>
<td>BPM 6903</td>
<td>Getting Into Practice</td>
<td>2</td>
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<td>CLS 6904</td>
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**Ninth Trimester**

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<td>BPM 7007</td>
<td>Marketing Strategies for Healthcare Professionals</td>
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<td>CLS 7006</td>
<td>Clinical Service Phase III</td>
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**Tenth Trimester**

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(A minimum of 9 elective credit hours must be completed after completion of 4th trimester coursework)

<table>
<thead>
<tr>
<th>Course No.</th>
<th>Title</th>
<th>Lecture Hours</th>
<th>Lab Hours</th>
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### COURSE DESCRIPTIONS

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<tr>
<th>Course Code</th>
<th>Credit Hours</th>
<th>Title</th>
<th>Prerequisites</th>
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<tbody>
<tr>
<td>ANA 6102</td>
<td>90 hours</td>
<td>Cell and Tissue Biology</td>
<td>None</td>
<td>None</td>
</tr>
<tr>
<td>ANA 6104</td>
<td>90 hours</td>
<td>Neuroscience I</td>
<td>None</td>
<td>None</td>
</tr>
<tr>
<td>ANA 6105</td>
<td>105 hours</td>
<td>Gross Anatomy I</td>
<td>None</td>
<td>None</td>
</tr>
<tr>
<td>ANA 6204</td>
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<td>Gross Anatomy II</td>
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<tr>
<td>ANA 6205</td>
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<td>Neuroscience II</td>
<td>ANA 6104</td>
<td>None</td>
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<tr>
<td>ANA 6304</td>
<td>105 hours</td>
<td>Gross Anatomy III</td>
<td>None</td>
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</tbody>
</table>

**ANA 6102: Cell and Tissue Biology**

- **Prerequisite(s):** None
- **Corequisite(s):** None
- **Prerequisite for:** None
- **Corequisite for:** None

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 6104: Neuroscience I**

- **Prerequisite(s):** None
- **Corequisite(s):** None
- **Prerequisite for:** ANA 6205, PHL 6605
- **Corequisite for:** None

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 6105: Gross Anatomy I**

- **Prerequisite(s):** None
- **Corequisite(s):** None
- **Prerequisite for:** ANA 6304, PH 6605, TCH 6203
- **Corequisite for:** TCH 6102

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**

- **Prerequisite(s):** None
- **Corequisite(s):** None
- **Prerequisite for:** RAD 6304, PHL 6605, TCH 6305, TCH 6407, TCH 6512
- **Corequisite for:** None

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 6205: Neuroscience II**

- **Prerequisite(s):** ANA 6104
- **Corequisite(s):** None
- **Prerequisite for:** PHL 6605
- **Corequisite for:** None

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.

**ANA 6304: Gross Anatomy III**

- **Prerequisite(s):** ANA 6105
- **Corequisite(s):** None
- **Prerequisite for:** PHL 6605
- **Corequisite for:** None

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.

AST 6304 30 hours, 2 credits
Basic Human Nutrition I
Prerequisite(s): BCH 6203
Corequisite(s): None
Prerequisite for: AST 6504
Corequisite for: None

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 6501 15 hours, 1 credit
Emergency Procedures
Prerequisite(s): None
Corequisite(s): None
Prerequisite for: None
Corequisite for: None

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 6504 15 hours, 1 credit
Basic Human Nutrition II
Prerequisite(s): AST 6304
Corequisite(s): None
Prerequisite for: AST 6504
Corequisite for: None

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(s): AST 6504
Corequisite(s): None
Prerequisite for: None
Corequisite for: None

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
Prerequisite(s): None
Corequisite(s): None
Prerequisite for: None
Corequisite for: None

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
Prerequisite(s): None
Corequisite(s): None
Prerequisite for: None
Corequisite for: None

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.
ATP 6603 45 hours, 2 credits
Passive Care
Prerequisite(s): None
Corequisite(s): None
Prerequisite for: None
Corequisite for: TCH 6604, TCH 6615

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
Prerequisite(s): None
Corequisite(s): None
Prerequisite for: TCH 6706
Corequisite for: TCH 6604, TCH 6615

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.

BCH 6203 30 hours, 2 credits
Biochemistry of Nutrition and Metabolism
Prerequisite(s): BCH 6101
Corequisite(s): None
Prerequisite for: AST 6304
Corequisite for: None

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.

BPM 6630 30 hours, 2 credits
Practice Management and the Law
Prerequisite(s): None
Corequisite(s): None
Prerequisite for: None
Corequisite for: None

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 6703 30 hours, 2 credits
Coding, Billing & Documentation
Prerequisite(s): None
Corequisite(s): None
Prerequisite for: None
Corequisite for: None

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 6704**  
15 hours, 1 credits  
**Business & Practice Management**
Prerequisite(s): None  
Corequisite(s): None  
Prerequisite for: None  
Corequisite for: None

This blended, one-credit course will provide the student with an opportunity to develop skills and competencies vital to establishing and running a successful chiropractic practice, whether as a solo practitioner, associate, or in any other practice model. Topics to be considered include professionalism, personal finance, business plans, career development, employee management, practice management, and effective communications.

**BPM 6830**  
15 hours, 1 credit  
**Applied Ethics of Chiropractic**
Prerequisite(s): None  
Corequisite(s): None  
Prerequisite for: None  
Corequisite for: None

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 6903**  
30 hours, 2 credits  
**Getting Into Practice**
Prerequisite(s): None  
Corequisite(s): None  
Prerequisite for: None  
Corequisite for: None

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**
Prerequisite(s): None  
Corequisite(s): None  
Prerequisite for: None  
Corequisite for: None

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.

**CLS 6705**  
120 hours, 5 credits  
**Introduction to Clinical Services**
Prerequisite(s): Must have completed all course work through the sixth trimester.  
Corequisite(s): None  
Prerequisite for: None  
Corequisite for: None

During this introductory clinical service course, students will participate in campus community patient care experiences supported by lecture. During this course, students utilize the patient care skills learned in previous trimesters. Under NYCC’s Doctor-Driven/Patient-Centered model, students are engaged in patient/case management which includes, but is not limited to, history, examination, diagnosis, treatment, outcome assessment, assessment of progress, and appropriate documentation practices.
**CLS 6804**  
Clinical Service Phase I  
330 hours, 12 credits  
**Prerequisite(s):** Must have completed all course work through the seventh trimester.  
**Corequisite(s):** None  
**Prerequisite for:** CLS 6904  
**Corequisite for:** None  
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 students 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**  
Clinical Service Phase II  
450 hours, 16 credits  
**Prerequisite(s):** CLS 6804  
**Corequisite(s):** None  
**Prerequisite for:** CLS 7006  
**Corequisite for:** None  
Students 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**  
Clinical Service Phase III  
420 hours, 15 credits  
**Prerequisite(s):** CLS 6904  
**Corequisite(s):** None  
**Prerequisite for:** None  
**Corequisite for:** None  
Students 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.

**DIA 6403**  
Patient Assessment Methods I  
105 hours, 5 credits  
**Prerequisite(s):** None  
**Corequisite(s):** None  
**Prerequisite for:** DIA 6502, DIA 6605, DIA 6606, TCH 6604, TCH 6706  
**Corequisite for:** None  
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  
90 hours, 4 credits  
**Prerequisite(s):** DIA 6403  
**Corequisite(s):** None  
**Prerequisite for:** DIA 6605, DIA 6606  
**Corequisite for:** RAD 6504  
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 6508**  
Clinical Laboratory Diagnosis  
75 hours, 4 credits  
**Prerequisite(s):** None  
**Corequisite(s):** None  
**Prerequisite for:** None  
**Corequisite for:** None  
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.
DIA 6605  
**Correlative Patient Assessment**  
60 hours, 2 credits  

Prerequisite(s):  DIA 6403, DIA 6502  
Corequisite(s):  None  
Prerequisite for:  None  
Corequisite for:  TCH 6615

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.

DIA 6606  
**General Diagnosis**  
45 hours, 3 credits  

Prerequisite(s):  DIA 6403, DIA 6502, RAD 6504  
Corequisite(s):  None  
Prerequisite for:  None  
Corequisite for:  None

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 6708  
**Human Developmental Diagnosis**  
60 hours, 4 credits

Prerequisite(s):  None  
Corequisite(s):  None  
Prerequisite for:  None  
Corequisite for:  None

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 co-management and where chiropractic care of the individual is applicable. A two-hour presentation on child abuse is included.

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

Prerequisite(s):  None  
Corequisite(s):  None  
Prerequisite for:  None  
Corequisite for:  None

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

Prerequisite(s):  None  
Corequisite(s):  None  
Prerequisite for:  None  
Corequisite for:  None

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.
PHL 6101  
30 hours, 2 credits
Chiropractic Philosophy & History
Prerequisite(s): None
Corequisite(s): None
Prerequisite for: PHL 6306, PHL 6407, PHL 6605
Corequisite for: None

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
Prerequisite(s): None
Corequisite(s): None
Prerequisite for: None
Corequisite for: None

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
Prerequisite(s): None
Corequisite(s): None
Prerequisite for: PHL 6407, PHL 6605
Corequisite for: None

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 6306  
30 hours, 2 credits
Chiropractic and Philosophy
Prerequisite(s): PHL 6101
Corequisite(s): None
Prerequisite for: PHL 6407, PHL 6605
Corequisite for: None

This is an on-ground 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, 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 6407  
30 hours, 2 credits
Chiropractic Theories
Prerequisite(s): PHL 6101, PHL 6203, PHL 6306
Corequisite(s): None
Prerequisite for: PHL 6605
Corequisite for: None

This on-ground course examines the scientific reasons for the benefits of the chiropractic profession and paradigm. Historical and current hypotheses about chiropractic subluxations are surveyed as well as the scientific evidence supporting these hypotheses. 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 6408  
15 hours, 1 credit
Ethical Issues in Chiropractic
Prerequisite(s): None
Corequisite(s): None
Prerequisite for: None
Corequisite for: None

The Ethical Issues in Chiropractic course allows students to actively engage ethical problems faced by health practitioners in general and chiropractors in particular. A tutorial in meta-ethical theory, normative ethics and descriptive ethics is followed by development of the applied ethics typically embraced by modern health professions. Methods include a workshop-style, problem-solving approach to such issues as doctor-patient relationships in and out of the office, advertising, economics, professionalism, and matters unique to practicing chiropractors. Legal ramifications of ethical issues are also discussed but are not the primary focus of the course. Brief reflection papers are used to assist students in forming ethical principles and practices.
PHL 6605  
**The Scientific Basis for Chiropractic Care**

**Prerequisite(s):** PHL 6101, PHL 6203, PHL 6306, PHL 6407, ANA 6104, ANA 6105, ANA 6204, ANA 6205, ANA 6304

**Corequisite(s):** None

**Prerequisite for:** None

**Corequisite for:** None

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.

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PHL 6607  
**Patient Education**

**Prerequisite(s):** None

**Corequisite(s):** None

**Prerequisite for:** None

**Corequisite for:** None

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.

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PHY 6203  
**Systems Physiology**

**Prerequisite(s):** None

**Corequisite(s):** None

**Prerequisite for:** PHY 6302

**Corequisite for:** None

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.

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PHY 6302  
**Principles of Physiopathology**

**Prerequisite(s):** PHY 6203

**Corequisite(s):** None

**Prerequisite for:** PHY 6404, PH6 6405

**Corequisite for:** None

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.

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PHY 6404  
**Musculoskeletal Physiopathology**

**Prerequisite(s):** PHY 6302

**Corequisite(s):** None

**Prerequisite for:** None

**Corequisite for:** None

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 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.

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PHY 6405  
**Visceral Pathology**

**Prerequisite(s):** PHY 6302

**Corequisite(s):** None

**Prerequisite for:** None

**Corequisite for:** None

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.
RAD 6203  
**Spinal Radiology**  
Prerequisite(s): None  
Corequisite(s): None  
Prerequisite for: RAD 6304  
Corequisite for: TCH 6203  

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  
**Extremities Radiology**  
Prerequisite(s): RAD 6203, ANA 6204  
Corequisite(s): None  
Prerequisite for: None  
Corequisite for: TCH 6305  

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  
**Bone and Joint Imaging**  
Prerequisite(s): None  
Corequisite(s): DIA 6502  
Prerequisite for: DIA 6606  
Corequisite for: None  

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  
**Principles of Diagnostic Imaging**  
Prerequisite(s): None  
Corequisite(s): RAD 6610  
Prerequisite for: None  
Corequisite for: None  

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  
**Radiographic Examination**  
Prerequisite(s): None  
Corequisite(s): RAD 6608  
Prerequisite for: None  
Corequisite for: None  

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  
**Advanced Imaging**  
Prerequisite(s): None  
Corequisite(s): None  
Prerequisite for: None  
Corequisite for: None  

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.
TCH 6101  
30 hours, 1 credit  
Chiropractic Technique I: 
Psychomotor Skills  
Prerequisite(s): None  
Corequisite(s): None  
Prerequisite for: TCH 6203  
Corequisite for: None  

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  
Prerequisite(s): None  
Corequisite(s): ANA 6105  
Prerequisite for: TCH 6203  
Corequisite for: None  

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  
Prerequisite(s): TCH 6101, TCH 6102, ANA 6105  
Corequisite(s): RAD 6203  
Prerequisite for: TCH 6304, TCH 6305  
Corequisite for: None  

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(s): TCH 6203  
Corequisite(s): None  
Prerequisite for: TCH 6407, TCH 6512  
Corequisite for: None  

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  
Prerequisite(s): ANA 6204, TCH 6203  
Corequisite(s): RAD 6304  
Prerequisite for: TCH 6706, TCH 6406, TCH 6512  
Corequisite for: None  

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(s): TCH 6305  
Corequisite(s): None  
Prerequisite for: None  
Corequisite for: None  

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
Prerequisite(s):  TCH 6304, ANA 6204
Corequisite(s):  None
Prerequisite for:  TCH 6508
Corequisite for:  None

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 adjustive 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 adjustive techniques are introduced and practiced. Mechanical diagnosis, management and treatment considerations for common neuromusculoskeletal conditions is introduced.

TCH 6501  
60 hours, 3 credits
Soft Tissue Techniques
Prerequisite(s):  None
Corequisite(s):  None
Prerequisite for:  None
Corequisite for:  None

A core lecture and laboratory course that expands upon soft-tissue assessment and treatment. A variety of soft-tissue procedures are studied and practiced.

TCH 6502  
30 hours, 1 credit
ConnecTX Therapy
Prerequisite(s):  None
Corequisite(s):  TCH 6501
Prerequisite for:  TCH 6640
Corequisite for:  None

An introductory technique laboratory course that combines instrument-assisted connective tissue mobilization (IACTM) with a prescriptive exercise program to address connective tissue dysfunction. The technique utilizes the ConnecTX instrument, which is uniquely designed to adapt to the various tissue/shapes/courses of the body to examine and treat a variety of neuromusculoskeletal conditions. This course will cover the spine, thorax, abdomen, head, and neck. 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 6508  
90 hours, 4 credits
Chiropractic Technique VI
Prerequisite(s):  TCH 6407
Corequisite(s):  None
Prerequisite for:  TCH 6604
Corequisite for:  None

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 skeleton correlation. Essential biomechanics, functional anatomy, and adjustive technique principles are reviewed. Emphasis continues on developing tissue sense, delivery skills, basic and intermediate adjustive techniques; in addition advanced adjustive 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 6604  
60 hours, 3 credits
Flexion Distraction Technique
Prerequisite(s):  DIA 6403, TCH 6508
Corequisite(s):  ATP 6603, ATP 6604
Prerequisite for:  TCH 6708
Corequisite for:  None

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 6605 60 hours, 3 credits
Evidenced Based Clinical Case Management

Prerequisite(s): None
Corequisite(s): ATP 6603, ATP 6604, DIA 6605
Prerequisite for: None
Corequisite for: None

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 conditions/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 review current studies which evaluate treatment methods.

TCH 6706 60 hours, 3 credits
Diagnosis and Management of Extremities Conditions

Prerequisite(s): TCH 6305, ATP 6604, DIA 6403
Corequisite(s): None
Prerequisite for: None
Corequisite for: None

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

TCH 6708 30 hours, 1 credit
Contemporary Concepts in Chiropractic

Prerequisite(s): TCH 6604, TCH 6615
Corequisite(s): None
Prerequisite for: None
Corequisite for: None

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 techniques.

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(s): Completion of the core basic sciences through fourth trimester
Corequisite(s): None
Prerequisite for: None
Corequisite for: None

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

Prerequisite(s): None
Corequisite(s): None
Prerequisite for: None
Corequisite for: None

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  
**Advanced Arthrology and Bone Mechanics**  
Prerequisite(s): None  
Corequisite(s): None  
Prerequisite for: None  
Corequisite for: None

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  
**Mechanics and Pathomechanics in Craniofacial Complex**  
Prerequisite(s): None  
Corequisite(s): None  
Prerequisite for: None  
Corequisite for: None

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  
**Mechanics and Pathomechanics of the Pelvis and Lower Extremity**  
Prerequisite(s): None  
Corequisite(s): None  
Prerequisite for: None  
Corequisite for: None

This course presents 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  
**Clinical Anatomy**  
Prerequisite(s): None  
Corequisite(s): None  
Prerequisite for: None  
Corequisite for: None

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 6520  
**Doctors as Teachers**  
Prerequisite(s): None  
Corequisite(s): None  
Prerequisite for: None  
Corequisite for: None

This course takes future chiropractic practitioners outside of the treatment room to bring educational opportunities to the broader community in which they wish to reside and/or practice. These educational experiences allow practitioners to reach out to their community to educate and motivate residents on general health and wellness or specific public health issues based on an analysis of community needs.

AST 6550  
**Women’s Healthcare Issues**  
Prerequisite(s): None  
Corequisite(s): None  
Prerequisite for: None  
Corequisite for: None

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
Prerequisite(s): None
Corequisite(s): None
Prerequisite for: None
Corequisite for: None

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
Prerequisite(s): None
Corequisite(s): None
Prerequisite for: None
Corequisite for: None

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
Prerequisite(s): None
Corequisite(s): None
Prerequisite for: None
Corequisite for: None

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
Prerequisite(s): None
Corequisite(s): None
Prerequisite for: None
Corequisite for: None

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
Prerequisite(s): None
Corequisite(s): None
Prerequisite for: None
Corequisite for: None

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.

AST 6610 15 hours, 1 credit
Pregnancy & Pediatric Nutrition
Prerequisite(s): AST 6504
Corequisite(s): None
Prerequisite for: None
Corequisite for: None

This online course will focus on specific nutrition for the pregnant patient, nursing patient, infant and children adolescents. Topics to be discussed include: fertility and nutritional considerations with the female reproductive system, healthy food and supplemental options for a pregnant patient, healthy food and supplemental options for children and adolescents and common infant, child, and adolescent nutritional considerations for disease states.

DIA 6540 15 hours, 1 credit
Chiropractic Management of the Pregnant Patient
Prerequisite(s): None
Corequisite(s): None
Prerequisite for: None
Corequisite for: None

This course is designed to provide the student with the knowledge required to assess the pregnant patient and to provide safe and appropriate chiropractic care for the pregnant and postpartum patient. Students will be taught to distinguish between red flags and common musculoskeletal complaints unique or common to the pregnant patient. Students will be taught appropriate modifications that should be made to the chiropractic manipulative therapies taught in the curriculum when treating the pregnant patient. The course will also seek to educate the student of the biomechanical changes that occur in the spine throughout pregnancy, how these changes can manifest as physical complaints, and the appropriate chiropractic care to address these complaints.

DIA 6564 30 hours, 2 credits
Survey of Complementary and Alternative Medicine Therapies
Prerequisite(s): None
Corequisite(s): None
Prerequisite for: None
Corequisite for: None

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 6566  
Tunnel Syndromes Diagnosis and Management  
**Prerequisite(s):** None  
**Corequisite(s):** None  
**Prerequisite for:** None  
**Corequisite for:** None  

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 6653  
Advanced Clinical Neurology  
**Prerequisite(s):** None  
**Corequisite(s):** None  
**Prerequisite for:** None  
**Corequisite for:** None  

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.

DIA 6657  
Concussion and Head Trauma in the Athlete  
**Prerequisite(s):** None  
**Corequisite(s):** None  
**Prerequisite for:** None  
**Corequisite for:** None  

Issues surrounding concussions are increasing as our knowledge base grows. Concussions can result from athletic injuries, motor vehicle accidents, or general injuries. This course presents the most current information and best practices relating to concussions and complications involved in head injuries with an emphasis on the athlete. The current neurological and neuropsychological assessments available to diagnose concussions are presented along with current treatment and management protocols. While concussion management is not specifically under the scope of chiropractic care, recognition, and diagnostic indicators of any significant health condition, including concussion, are a standard of care in chiropractic practice in every state in the United States. Doctors of chiropractic are expected to recognize the signs and symptoms of concussion and head trauma as they would be expected to recognize a potential fracture, dislocation, or any serious underlying pathologies presenting as neuromusculoskeletal complaints. This course will prepare the student to work in any health care setting, including sporting events, and be able to evaluate, tentatively diagnose, and refer appropriately any patient or athlete who has sustained a concussion or traumatic brain injury.
DIR 7000 15-120 hours, 1-8 credits
Directed Study
Prerequisite(s): None
Corequisite(s): None
Prerequisite for: None
Corequisite for: None

Topic and credit hours to be mutually arranged between a representative of the College and the student. The course provides additional opportunities for students 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 6621 15 hours, 1 credit
Advanced Cases in Chiropractic Imaging
Prerequisite(s): None
Corequisite(s): None
Prerequisite for: None
Corequisite for: None

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.

RAD 6622 15 hours, 1 credit
Pediatric Radiology
Prerequisite(s): None
Corequisite(s): None
Prerequisite for: None
Corequisite for: None

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.

TCH 6525 30 hours, 2 credits
Introduction to Sports Injury Management
Prerequisite(s): None
Corequisite(s): None
Prerequisite for: None
Corequisite for: None

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

Prerequisite(s): None  
Corequisite(s): None  
Prerequisite for: None  
Corequisite for: None

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**

Prerequisite(s): None  
Corequisite(s): None  
Prerequisite for: None  
Corequisite for: None

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 6559**  
45 hours, 2 credits  
**Nimmo® I**

Prerequisite(s): None  
Corequisite(s): None  
Prerequisite for: TCH 6655  
Corequisite for: None

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 6560**  
15 hours, 1 credit  
**Sacro Occipital Technique I**

Prerequisite(s): None  
Corequisite(s): None  
Prerequisite for: None  
Corequisite for: None

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 6562**  
15 hours, 1 credit  
**Introduction to Gonstead Methods**

Prerequisite(s): None  
Corequisite(s): None  
Prerequisite for: None  
Corequisite for: None

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 adjutive 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 6625  
Clinical Palpation & Soft Tissue Assessments
- **Prerequisite(s):** None
- **Corequisite(s):** None
- **Prerequisite for:** None
- **Corequisite for:** None

This is a one (1) credit course designed to advance student palpation and assessment skills as they relate to soft tissue structures and function. Students will review palpation techniques used on previously introduced structures and expand into others as they relate to the course texts. They will be offered opportunities to critically evaluate muscle imbalances as they are offered in the course texts and other areas of consideration. Emphasis will be given to location, assessment, and arrangement of muscle groups and systems, also incorporating tensegrity models, based on Myer's muscle trains. Considerations for assessment will include synergist/antagonist relationships and will pool from commonly used techniques such as Functional Movement Screen (FMS), Selective Functional Movement Assessment (SFMA), and Neurokinetic Therapy (NKT).

TCH 6635  
Sports Injury Management II
- **Prerequisite(s):** None
- **Corequisite(s):** None
- **Prerequisite for:** None
- **Corequisite for:** None

This course is designed to further prepare students for working with athletes in and out of a traditional clinic setting. Topics will cover advanced taping and bracing, adaptive chiropractic techniques, current research topics in sports, and the importance of effective communication as part of a sports medicine team.

TCH 6655  
Nimmo® II
- **Prerequisite(s):** TCH 6559
- **Corequisite(s):** None
- **Prerequisite for:** None
- **Corequisite for:** None

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 students will also be addressed in addition to developing a Nimmo® treatment plan.

TCH 6660  
Sacro Occipital Technique II
- **Prerequisite(s):** None
- **Corequisite(s):** None
- **Prerequisite for:** None
- **Corequisite for:** None

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 6725  
ConnecTX Therapy – Upper and Lower Quadrants
- **Prerequisite(s):** TCH 6502
- **Corequisite(s):** None
- **Prerequisite for:** None
- **Corequisite for:** None

ConnecTX Therapy utilizes a specialized instrument along with a prescriptive exercise program to assist the
chiropractor in the detection and treatment of a variety of connective tissue (CT) disorders. This elective is designed to build on the knowledge and skills attained in TCH 6502 and apply them to the diagnosis. ConneCTX Therapy treatment and case management of conditions affecting the lower and upper quadrants, ConneCTX instrument grips, holds, slant positions, directional use, treatment maneuvers, and hygiene will be reviewed in the context of the lower and upper quadrants. Functional anatomy accuracy and precision will be stressed throughout the course. Indications, contraindications, diagnosis, pre- and post-treatment practices, rehabilitation, and case management will also be discussed and practiced.

TCH 6805 15 hours, 1 credit
Sports & Human Performance
Prerequisite(s): None
Corequisite(s): None
Prerequisite for: None
Corequisite for: None

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 45 hours, 2 credits
Integrative Chiropractic Geriatrics
Prerequisite(s): None
Corequisite(s): None
Prerequisite for: None
Corequisite for: None

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, and

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 clerkship 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.
Master of Science in Acupuncture
Master of Science in Acupuncture and Oriental Medicine

Degrees: Master of Science in Acupuncture (MSA)
         Master of Science in Acupuncture and Oriental Medicine (MSAOM)
Dean:   Philip Garrison, BA, DAOM, LAc

PURPOSE STATEMENT

Master of Science in Acupuncture Program (MSA)

The Acupuncture Master of Science degree program provides a comprehensive professional education in acupuncture and aspects of Oriental medicine. The program prepares graduates to practice as independent healthcare providers capable of treating all members of the general public while practicing in multidisciplinary healthcare settings.

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

The Acupuncture and Oriental Medicine Master of Science degree program provides a comprehensive professional education in acupuncture and Oriental medicine. The program prepares graduates to practice as independent healthcare providers capable of treating all members of the general public while practicing in multidisciplinary healthcare settings.

PROGRAM GOALS

The program goals for the MSA Program are:

1. to embody the principles of academic excellence and quality patient care in a high-quality, professional education program that transforms the students of FLSAOM into compassionate, collaborative, and effective independent healthcare providers;

2. to model and foster professional leadership and professional ethics among FLSAOM faculty, students, and alumni; and

3. to engender and nurture inquiry and critical thinking among FLSAOM faculty, students, and alumni.

The program goals for the MSAOM Program are:

1. to embody the principles of academic excellence and quality patient care in a high-quality, professional education program that transforms the students of FLSAOM into compassionate, collaborative, and effective independent healthcare providers;

2. to model and foster professional leadership and professional ethics among FLSAOM faculty, students, and alumni; and

3. to engender and nurture inquiry and critical thinking among FLSAOM faculty, students, and alumni.

PROGRAM LEARNING OBJECTIVES

Graduates of the Acupuncture and Oriental Medicine programs will be able to

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

2. 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;

3. (MSA) utilize acupuncture, moxibustion, tuina, nutritional counseling, exercise, and breathing techniques as primary treatment modalities to appropriately address the healthcare needs of the populations served;

   (MSAOM) utilize acupuncture, moxibustion, tuina, nutritional counseling, exercise, breathing techniques, and Chinese herbal medicine as primary
treatment modalities to appropriately address the healthcare needs of the populations served;

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, conventional treatment options, and roles of other professions in order to communicate effectively with patients, families, communities, and other health professionals in a responsive and responsible manner that supports a team approach to the maintenance of health and the treatment of disease, as well as make timely and appropriate referral for emergency conditions and conditions not readily treatable by Oriental medicine;

6. apply relationship-building values and the principles of team dynamics to perform effectively in different team roles to plan and deliver patient- and/or population-centered care that is safe, timely, efficient, effective, and equitable in a wide range of healthcare settings, including hospitals and multidisciplinary medical clinics;

7. describe basic scientific research methodology, to demonstrate the ability to critically assess research literature, and to apply evidence-informed decision making in integrated healthcare delivery;

8. demonstrate knowledge of the ethical, legal, and professional requirements of licensed professional practice; and

9. demonstrate the practice management skills necessary for entering practice.

ADMISSION TO THE MSA/MSAOM DEGREE PROGRAMS

The New York Chiropractic College, Finger Lakes School of Acupuncture and Oriental Medicine, master’s degree programs in Acupuncture and in Oriental medicine voluntarily ceased enrolling students after Fall 2017 and have instituted an ACAOM-approved teach-out plan for all currently enrolled students. During the each-out period the programs maintain their current accreditation status.

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 prerequisites 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.
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 or transfer credit may be awarded to students who can show equivalent training in taiji or qigong, even if training was received at non-accredited institutions or in informal learning situations. Students must show evidence of previous study through transcripts or letters from instructors certifying dates and length of study (in hours), and/or must take and pass a challenge exam.

Transfer applicants must complete all application procedures prior to matriculation 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. No more than 50% of the program credits may be met through transfer credit or credit for prior learning.

Transfer Between MSA and MSAOM Programs

At the completion of the first trimester, students are expected to formally commit to either the MSA or MSAOM program. Upon meeting with the Dean to discuss the implications of a program change, MSA students may change to MSAOM no later than the fourth trimester to avoid course repetition. MSAOM determination later than the start of the second trimester will result in an extended date of graduation. Once past the beginning of the fifth trimester, it becomes impossible to change from the MSA to the MSAOM program and currently there is no other route to herbal training through the FLSAOM. While students are discouraged from doing so, they may be allowed to transfer from the MSAOM to the MSA program at any time, but a program change is contingent upon approval by the Dean.

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.
**SAMPLE SCHEDULE**

**MASTER OF SCIENCE IN ACUPUNCTURE / MASTER OF SCIENCE IN ACUPUNCTURE AND ORIENTAL MEDICINE CURRICULUM**

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>Course No.</th>
<th>Title</th>
<th>Lecture Hours</th>
<th>Lab Hours</th>
<th>Contact Hours</th>
<th>Credit Hours</th>
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<tbody>
<tr>
<td><strong>First Trimester</strong></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
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<tr>
<td>AOM 5110</td>
<td>Tai Ji</td>
<td>0</td>
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<td>15</td>
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<td>AOM 5135</td>
<td>Introduction to Chinese Herbology</td>
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<td>AOM 5130</td>
<td>Meridian and Points I</td>
<td>2</td>
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<td>AOM 5100</td>
<td>Oriental Medicine Theory I</td>
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<td>0</td>
<td>45</td>
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<tr>
<td>AOM 5141</td>
<td>Musculoskeletal Anatomy</td>
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<td>AOM 5143</td>
<td>Chemistry for Health Sciences</td>
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<td>Clinical Observation I</td>
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<tr>
<td>~ [including OSHA &amp; HIPAA training]</td>
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| AOM 5941 | ~ Herb Dispensary Practicum | (0) | (2) | (30) | 1 |
| AOM 5937 | ~ Herbal Medicine Case Studies | (0) | (2) | (30) | 1 |
| AOM | ~ Elective | (2) | (0) | (30) | 2 |
| AOM 5932 | ~ Clinical Chinese Herbology II | (2) | (0) | (30) | 2 |
| AOM 5935 | ~ Chinese Medical Classics II | (2) | (0) | (30) | 2 |
| AOM 5929 | ~ MSAOM Clinical Internship VI | (0) | (7) | (105) | 3.5 |
| AOM 5931 | ~ MSAOM Clinical Internship VII | (0) | (7) | (105) | 3.5 |
| **MSAOM** | | | | | |
| | | 6 | 18 | 360 | 15 |

Total Credits/Contact Hours Required for the MSA Program: 121 Credits/2,415 Contact Hours.
Total Credits/Contact Hours Required for the MSAOM Program: 165 Credits/3,210 Contact Hours.
COURSE DESCRIPTIONS

ACUPUNCTURE & ORIENTAL MEDICINE COURSES

AOM 5606  
30 hours, 2 credits
History and Philosophy of Oriental Medicine
Prerequisite(s): AOM 5100
Corequisite(s): None
Prerequisite for: None
Corequisite for: None

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
Prerequisite(s): None
Corequisite(s): None
Prerequisite for: None
Corequisite for: None

Practice and therapeutic applications of taiji. Extensive practical component.

AOM 5130  
60 hours, 3 credits
Meridians and Points I
Prerequisite(s): None
Corequisite(s): AOM 5100, AOM 5141
Prerequisite for: AOM 5210, AOM 5230
Corequisite for: AOM 5125

Presents the architecture of the channel system, covering all channel pathways and select points. Lecture and practical components.

AOM 5230  
60 hours, 3 credits
Meridians and Points II
Prerequisite(s): AOM 5130
Corequisite(s): AOM 5200
Prerequisite for: AOM 5330, AOM 5335
Corequisite for: AOM 5225

Location and clinical application of points on eight of 14 regular channels. Lecture and practical components.

AOM 5330  
60 hours, 3 credits
Meridians and Points III
Prerequisite(s): AOM 5230
Corequisite(s): AOM 5300
Prerequisite for: AOM 5403, AOM 5410
Corequisite for: AOM 5325, AOM 5335

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
Prerequisite(s): None
Corequisite(s): AOM 5130
Prerequisite for: AOM 5210, AOM 5200, AOM 5606
Corequisite for: AOM 5125, AOM 5135

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(s): AOM 5100
Corequisite(s): AOM 5230
Prerequisite for: AOM 5300
Corequisite for: AOM 5225, AOM 5232

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(s): AOM 5200
Corequisite(s): AOM 5330
Prerequisite for: AOM 5410, AOM 5432
Corequisite for: AOM 5325, AOM 5332

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
Prerequisite(s):  AOM 5300, AOM 5330
Corequisite(s):  AOM 5412; enrollment in a Clinical Assistantship course
Prerequisite for:  AOM 5505, AOM 5515, AOM 5802, AOM 5809
Corequisite for:  AOM 5425, AOM 5426

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(s):  AOM 5410
Corequisite(s):  Enrollment in a Clinical Assistantship course
Prerequisite for:  AOM 5605, AOM 5627, AOM 5628, AOM 5652
Corequisite for:  AOM 5505

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
Prerequisite(s):  None
Corequisite(s):  None
Prerequisite for:  None
Corequisite for:  AOM 5210

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

AOM 5308  15 hours, .5 credit  Qigong II
Prerequisite(s):  None
Corequisite(s):  None
Prerequisite for:  None
Corequisite for:  AOM 5304

Practice and therapeutic applications of qigong. Extensive practical component.

AOM 5210  30 hours, 1 credit  Introduction to Asian Bodywork
Prerequisite(s):  AOM 5100, AOM 5130
Corequisite(s):  AOM 5208
Prerequisite for:  AOM 5304, AOM 5810
Corequisite for:  None

Basic Asian bodywork techniques. Lecture and practical components.

AOM 5335  30 hours, 1 credit  Introduction to Clinical Skills
Prerequisite(s):  AOM 5230
Corequisite(s):  AOM 5330, AOM 5325
Prerequisite for:  None
Corequisite for:  None

Introduction to Clean Needle Technique, basic needling skills and adjunctive techniques.

AOM 5403  60 hours, 3 credits  Clinical Skills I
Prerequisite(s):  AOM 5330
Corequisite(s):  AOM 5412
Prerequisite for:  AOM 5504
Corequisite for:  AOM 5425, AOM 5426

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

AOM 5504  60 hours, 2 credits  Clinical Skills II
Prerequisite(s):  AOM 5403
Corequisite(s):  None
Prerequisite for:  AOM 5603, AOM 5627, AOM 5628, AOM 5860
Corequisite for:  None

Knowledge and practical skills in acupuncture needling, and related techniques, as well as their indications and contraindications. Lecture and practical components.
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### AOM 5603
**Clinical Skills III**
- **Prerequisite(s):** AOM 5504
- **Corequisite(s):** None
- **Prerequisite for:** None
- **Corequisite for:** None

Specialized acupuncture microsystems. Lecture and practical components.

### AOM 5505
**Disease Patterns I**
- **Prerequisite(s):** AOM 5410
- **Corequisite(s):** AOM 5515; enrollment in a Clinical Assistantship course
- **Prerequisite for:** AOM 5605, AOM 5627, AOM 5628
- **Corequisite for:** AOM 5533

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

### AOM 5605
**Disease Patterns II**
- **Prerequisite(s):** AOM 5505; AOM 5515
- **Corequisite(s):** Enrollment in a Clinical Assistantship or Internship course
- **Prerequisite for:** AOM 5705, AOM 5732, AOM 5812, AOM 5900, AOM 5902
- **Corequisite for:** AOM 5627, AOM 5628, AOM 5633

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

### AOM 5705
**Disease Patterns III**
- **Prerequisite(s):** AOM 5605
- **Corequisite(s):** Enrollment in a Clinical Internship course
- **Prerequisite for:** AOM 5801, AOM 5804, AOM 5805, AOM 5842, AOM 5843, AOM 5847, AOM 5848
- **Corequisite for:** AOM 5737, AOM 5742, AOM 5733, AOM 5738, AOM 5743

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

### AOM 5304
**Tuina**
- **Prerequisite(s):** AOM 5210
- **Corequisite(s):** AOM 5308
- **Prerequisite for:** AOM 5806, AOM 5810
- **Corequisite for:** None

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

### AOM 5805
**Clinical Case Studies**
- **Prerequisite(s):** AOM 5705
- **Corequisite(s):** Enrollment in a Clinical Internship course
- **Prerequisite for:** AOM 5937
- **Corequisite for:** None

Methodological approach to case studies to facilitate comprehensive diagnoses, appropriate treatment principles and plans.

### BASIC & CLINICAL SCIENCE COURSES

#### AOM 5141
**Musculoskeletal Anatomy**
- **Prerequisite(s):** None
- **Corequisite(s):** None
- **Prerequisite for:** AOM 5241, AOM 5806, AOM 5860
- **Corequisite for:** AOM 5130

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
**Visceral Anatomy**
- **Prerequisite(s):** AOM 5141
- **Corequisite(s):** None
- **Prerequisite for:** AOM 5341
- **Corequisite for:** AOM 5243

Anatomy of the major organ systems. Lecture and practical component. Includes work with cadavers.
### AOM 5341  
**60 hours, 3 credits**  
**Neuroanatomy**

- **Prerequisite(s):** AOM 5241
- **Corequisite(s):** None
- **Prerequisite for:** AOM 5444
- **Corequisite for:** AOM 5343

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

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

- **Prerequisite(s):** None
- **Corequisite(s):** None
- **Prerequisite for:** AOM 5243, AOM 5550, AOM 5838
- **Corequisite for:** None

Basic principles of inorganic, organic, and biochemistry.

### AOM 5243  
**30 hours, 2 credits**  
**Foundations of Physiopathology**

- **Prerequisite(s):** AOM 5143
- **Corequisite(s):** AOM 5241
- **Prerequisite for:** AOM 5343
- **Corequisite for:** None

A survey of the cellular foundations of physiology and pathology.

### AOM 5343  
**60 hours, 4 credits**  
**Physiopathology Systems I**

- **Prerequisite(s):** AOM 5243
- **Corequisite(s):** AOM 5341
- **Prerequisite for:** AOM 5443
- **Corequisite for:** None

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**

- **Prerequisite(s):** None
- **Corequisite(s):** None
- **Prerequisite for:** None
- **Corequisite for:** None

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

### AOM 5443  
**60 hours, 4 credits**  
**Physiopathology Systems II**

- **Prerequisite(s):** AOM 5343
- **Corequisite(s):** None
- **Prerequisite for:** AOM 5543, AOM 5550, AOM 5560, AOM 5628, AOM 5643
- **Corequisite for:** AOM 5444

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**

- **Prerequisite(s):** None
- **Corequisite(s):** Enrollment in a Clinical Assistantship course
- **Prerequisite for:** None
- **Corequisite for:** AOM 5425, AOM 5426

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 5444  
**60 hours, 3 credits**  
**Western Clinical Medicine I**

- **Prerequisite(s):** AOM 5341
- **Corequisite(s):** AOM 5443
- **Prerequisite for:** AOM 5543, AOM 5627
- **Corequisite for:** None

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. Basic physical-assessment techniques and common diagnostic and laboratory tests. Lecture and practical components.

AOM 5543  
**Western Clinical Medicine II**  
*Prerequisite(s):* AOM 5444, AOM 5443  
*Corequisite(s):* None  
*Prerequisite for:* AOM 5627, AOM 5628, AOM 5643, AOM 5732  
*Corequisite for:* None

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  
**Microbiology**  
*Prerequisite(s):* AOM 5443  
*Corequisite(s):* None  
*Prerequisite for:* None  
*Corequisite for:* None

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  
**Pharmacology and Toxicology**  
*Prerequisite(s):* AOM 5443, AOM 5543  
*Corequisite(s):* None  
*Prerequisite for:* AOM 5838  
*Corequisite for:* None

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  
**Introduction to Nutrition**  
*Prerequisite(s):* AOM 5143, AOM 5443  
*Corequisite(s):* None  
*Prerequisite for:* AOM 5865  
*Corequisite for:* None

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  
**Integrative Medical Practice I**  
*Prerequisite(s):* AOM 5412  
*Corequisite(s):* None  
*Prerequisite for:* AOM 5744  
*Corequisite for:* AOM 5627, AOM 5628

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  
**Integrative Medical Practice II**  
*Prerequisite(s):* AOM 5610  
*Corequisite(s):* None  
*Prerequisite for:* None  
*Corequisite for:* None


AOM 5412  
**Records and Documentation**  
*Prerequisite(s):* None  
*Corequisite(s):* Enrollment in a Clinical Assistantship course  
*Prerequisite for:* AOM 5610, AOM 5627, AOM 5628  
*Corequisite for:* AOM 5403, AOM 5410, AOM 5425, AOM 5426

Operations and management of a practice with regard to office record-keeping systems, medical-report writing, HIPAA, legal responsibilities, and professional ethics.
AOM 5652
Medical Research Concepts & Methodology
Prerequisite(s): AOM 5515
Corequisite(s): None
Prerequisite for: None
Corequisite for: None
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
Clinic Observation I
Prerequisite(s): None
Corequisite(s): AOM 5100, AOM 5130
Prerequisite for: AOM 5225
Corequisite for: None
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
Clinic Observation II
Prerequisite(s): AOM 5125
Corequisite(s): AOM 5200, AOM 5230
Prerequisite for: AOM 5325
Corequisite for: None
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
Prerequisite(s): AOM 5225
Corequisite(s): AOM 5300, AOM 5330
Prerequisite for: AOM 5425, AOM 5426
Corequisite for: AOM 5335
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
Prerequisite(s): AOM 5325
Corequisite(s): AOM 5410, AOM 5403, AOM 5445, AOM 5412
Prerequisite for: AOM 5525
Corequisite for: None
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
Prerequisite(s): AOM 5425
Corequisite(s): None
Prerequisite for: AOM 5627
Corequisite for: None
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 5426
MSAOM Clinical Assistantship I
Prerequisite(s): AOM 5325
Corequisite(s): AOM 5403, AOM 5410, AOM 5412; AOM 5445, enrollment in a Materia Medica course
Prerequisite for: AOM 5526
Corequisite for: None
Opportunity to gain hands-on experience in clinical operation: charting, record-keeping, clinical interaction, discussion concerning diagnosis and treatment (acupuncture and herbal formulation), and application of clinical techniques.

AOM 5526
MSAOM Clinical Assistantship II
Prerequisite(s): AOM 5426
Corequisite(s): Enrollment in a Materia Medica or Formulas course
Prerequisite for: AOM 5628
Corequisite for: None
Opportunity to gain hands-on experience in clinical operation: charting, record-keeping, clinical interaction,
discussion concerning diagnosis and treatment (acupuncture and herbal formulation), and application of clinical techniques.

AOM 5627 105 hours, 3.5 credits
MSA Clinical Internship I
Prerequisite(s): AOM 5525, AOM 5504, AOM 5505, AOM 5444, AOM 5543, AOM 5515, AOM 5412
Corequisite(s): AOM 5605, AOM 5610
Prerequisite for: AOM 5737, AOM 5742, AOM 5860
Corequisite for: None

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 105 hours, 3.5 credits
MSA Clinical Internship II
Prerequisite(s): AOM 5627
Corequisite(s): AOM 5705
Prerequisite for: None
Corequisite for: None

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 105 hours, 3.5 credits
MSA Clinical Internship III
Prerequisite: AOM 5627
Corequisite: AOM 5705
Prerequisite for: AOM 5842, AOM 5847
Corequisite for: None

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 5842 105 hours, 3.5 credits
MSA Clinical Internship IV
Prerequisite(s): AOM 5742, AOM 5705
Corequisite(s): None
Prerequisite for: None
Corequisite for: None

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.

AOM 5847 105 hours, 3.5 credits
MSA Clinical Internship V
Prerequisite(s): AOM 5742, AOM 5705
Corequisite(s): None
Prerequisite for: None
Corequisite for: None

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.

AOM 5628 105 hours, 3.5 credits
MSAOM Clinical Internship I
Prerequisite(s): AOM 5526, AOM 5504, AOM 5505, AOM 5443, AOM 5543, AOM 5515, AOM 5412
Corequisite(s): AOM 5605, AOM 5610; enrollment in a Materia Medica or Formulas course
Prerequisite for: AOM 5738, AOM 5743, AOM 5860
Corequisite for: None

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.
AOM 5738  
MSAOM Clinical Internship II  
Prerequisite(s): AOM 5628  
Corequisite(s): AOM 5705; enrollment in a Materia Medica or Formulas course  
Prerequisite for: None  
Corequisite for: None  

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.

AOM 5743  
MSAOM Clinical Internship III  
Prerequisite(s): AOM 5628  
Corequisite(s): AOM 5705; enrollment in a Materia Medica or Formulas course  
Prerequisite for: AOM 5843, AOM 5848  
Corequisite for: None  

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.

AOM 5748  
MSAOM Clinical Internship IV  
Prerequisite(s): AOM 5743, AOM 5705  
Corequisite(s): None  
Prerequisite for: None  
Corequisite for: None  

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.

AOM 5848  
MSAOM Clinical Internship V  
Prerequisite(s): AOM 5743, AOM 5705  
Corequisite(s): None  
Prerequisite for: AOM 5929, AOM 5931  
Corequisite for: None

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.

AOM 5929  
MSAOM Clinical Internship VI  
Prerequisite(s): AOM 5848  
Corequisite(s): None  
Prerequisite for: None  
Corequisite for: None

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.

AOM 5931  
MSAOM Clinical Internship VII  
Prerequisite(s): AOM 5848  
Corequisite(s): None  
Prerequisite for: None  
Corequisite for: None

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

<table>
<thead>
<tr>
<th>Course Code</th>
<th>Hours</th>
<th>Credits</th>
<th>Description</th>
</tr>
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</table>
| AOM 5135    | 30    | 2       | Introduction to Chinese Herbology  
Prerequisite(s): None  
Corequisite(s): AOM 5100  
Prerequisite for: AOM 5232  
Corequisite for: None  
History, development, and basic principles of Chinese herbal medicine. Nomenclature, botanical concepts, issues of toxicity, endangered species, and regulation. |
| AOM 5732    | 45    | 2       | Eastern Dietary Therapy  
Prerequisite(s): AOM 5543, AOM 5605  
Corequisite(s): Enrollment in a Clinical Internship course  
Prerequisite for: None  
Corequisite for: None  
Theory and practice of Eastern dietary therapy: clinical application of food properties, preparation, and combination techniques. |
| AOM 5838    | 45    | 3       | Pharmacognosy & Botanical Medicine  
Prerequisite(s): AOM 5143, AOM 5432, AOM 5643  
Corequisite(s): None  
Prerequisite for: None  
Corequisite for: None  
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    | 3       | Materia Medica I  
Prerequisite(s): AOM 5135  
Corequisite(s): AOM 5200  
Prerequisite for: AOM 5332  
Corequisite for: None  
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    | 3       | Materia Medica II  
Prerequisite(s): AOM 5232  
Corequisite(s): AOM 5300  
Prerequisite for: AOM 5432  
Corequisite for: None  
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    | 3       | Materia Medica III  
Prerequisites: AOM 5332, AOM 5300  
Corequisite(s): None  
Prerequisite for: AOM 5533, AOM 5838  
Corequisite for: None  
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    | 3       | Herbal Formulas I  
Prerequisite(s): AOM 5432  
Corequisite(s): AOM 5505  
Prerequisite for: AOM 5633  
Corequisite for: None  
Classical formulas and their modifications. Emphasis on ability to utilize appropriate formulas for desired therapeutic results. |
| AOM 5633    | 45    | 3       | Herbal Formulas II  
Prerequisite(s): AOM 5533  
Corequisite(s): AOM 5605  
Prerequisite for: AOM 5730, AOM 5733  
Corequisite for: None  
Classical formulas and their modifications. Emphasis on ability to utilize appropriate formulas for desired therapeutic results. |
AOM 5733  
Herbal Formulas III  
45 hours, 3 credits  
Prerequisite(s): AOM 5633  
Corequisite(s): AOM 5705  
Prerequisite for: AOM 5804, AOM 5831, AOM 5832, AOM 5900, AOM 5941  
Corequisite for: AOM 5730  
Classical formulas and their modifications. Emphasis on ability to utilize appropriate formulas for desired therapeutic results.

AOM 5831  
Clinical Chinese Herbology I  
30 hours, 2 credits  
Prerequisite(s): AOM 5733  
Corequisite(s): Enrollment in a Clinical Internship course  
Prerequisite for: AOM 5932, AOM 5937  
Corequisite for: None  

AOM 5932  
Clinical Chinese Herbology II  
30 hours, 2 credits  
Prerequisite(s): AOM 5831  
Corequisite(s): Enrollment in a Clinical Internship course  
Prerequisite for: None  
Corequisite for: None  

AOM 5941  
Herb Dispensary Practicum  
30 hours, 1 credit  
Prerequisite(s): AOM 5733, AOM 5730  
Corequisite(s): None  
Prerequisite for: None  
Corequisite for: None  

AOM 5730  
Chinese Prepared Medicines  
30 hours, 2 credits  
Prerequisite(s): AOM 5633  
Corequisite(s): AOM 5733  
Prerequisite for: AOM 5941  
Corequisite for: None  
Clinical application of available and commonly prescribed prepared formulas. Safety and regulatory issues concerning prepared herbal medicines.

AOM 5937  
Herbal Medicine Case Studies  
30 hours, 1 credit  
Prerequisite(s): AOM 5805, AOM 5831  
Corequisite(s): Enrollment in a Clinical Internship course  
Prerequisite for: None  
Corequisite for: None  
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  
Chinese Medical Classics I  
30 hours, 2 credits  
Prerequisite(s): AOM 5733  
Corequisite(s): None  
Prerequisite for: AOM 5935  
Corequisite for: None  
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  
Chinese Medical Classics II  
30 hours, 2 credits  
Prerequisite(s): AOM 5832  
Corequisite(s): None  
Prerequisite for: None  
Corequisite for: None  
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  
Advanced Clinical Skills  
30 hours, 2 credits  
Prerequisite(s): AOM 5504  
Corequisite(s): None  
Prerequisite for: None  
Corequisite for: None  
Advanced clinical skills involving needle insertion and manipulation techniques, as well as Japanese acupuncture techniques. Lecture and practical components.

AOM 5801  
Acupuncture for Infertility, Pregnancy and Children  
30 hours, 2 credits  
Prerequisite(s): AOM 5705  
Corequisite(s): None  
Prerequisite for: None  
Corequisite for: None  
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 5803  
Treatment of Painful Conditions  
30 hours, 2 credits  
Prerequisite(s): AOM 5504  
Corequisite(s): Enrollment in a Clinical Internship course  
Prerequisite for: None  
Corequisite for: None  
Advanced clinical skills in the treatment of common painful conditions. Lecture and practical components.

AOM 5804  
Treatment of Infertility with Chinese Herbal Medicine  
15 hours, 1 credit  
Prerequisite(s): AOM 5705, AOM 5733  
Corequisite(s): None  
Prerequisite for: None  
Corequisite for: None  
Diagnosis and acupuncture and herbal medicine treatment of male and female infertility.

AOM 5806  
Orthopedic Physical Assessment  
30 hours, 1 credit  
Prerequisite(s): AOM 5304, AOM 5141  
Corequisite(s): None  
Prerequisite for: None  
Corequisite for: None  
Knowledge and practical skills in orthopedic physical assessment techniques. Lecture and practical components.
AOM 5810 30 hours, 1 credit  
**Advanced Tuina**  
Prerequisite(s): AOM 5210, AOM 5304  
Corequisite(s): None  
Prerequisite for: None  
Corequisite for: None  

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**  
Prerequisite(s): AOM 5443, AOM 5605  
Corequisite(s): None  
Prerequisite for: None  
Corequisite for: None  

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

AOM 5860 30 hours, 1 credit  
**Clinical Anatomy**  
Prerequisite(s): AOM 5141, AOM 5504, AOM 5627, AOM 5628  
Corequisite(s): None  
Prerequisite for: None  
Corequisite for: None  

A review of gross anatomy coupled with clinical exposition on applied anatomical topics.

AOM 5865 30 hours, 2 credits  
**Clinical Nutrition**  
Prerequisite(s): AOM 5550  
Corequisite(s): None  
Prerequisite for: None  
Corequisite for: None  

Practice of clinical nutrition, normal nutrition, specialized diets, and vitamin supplementation for disorders of nutrition and chronic disease states.

AOM 5900 15 hours, 1 credit  
**Blood Stasis & Immune Deficiency Conditions in TCM**  
Prerequisite(s): AOM 5605, AOM 5733  
Corequisite(s): None  
Prerequisite for: None  
Corequisite for: None  

Presents developments in Chinese medical pharmaceuticals 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(s): AOM 5605  
Corequisite(s): None  
Prerequisite for: None  
Corequisite for: None  

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. This manual is 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 accordance 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; and

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 Middle States Commission on Higher Education.

To obtain more information regarding national certification, contact:

National Certification Commission for Acupuncture and Oriental Medicine (NCCAOM)
2025 M Street NW, Suite 800
Washington, D.C. 20036
Website: [www.nccaom.org](http://www.nccaom.org)
Phone: (888) 381-1140 (toll-free phone number)
(202) 381-1140 (direct phone number)
(202) 381-1141 (main fax)

To obtain more information about school programmatic accreditation, contact:

Accreditation Commission for Acupuncture and Oriental Medicine (ACAOM)
8941 Aztec Drive, Suite 2
Eden Prairie, MN 55347
Phone: 952-212-2434
Website: [www.acaom.org](http://www.acaom.org)
E-mail: info@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.
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; and

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; and

- 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; and

4. an Ability-to-Pay statement.
SAMPLE CURRICULUM SCHEDULE
MASTER OF SCIENCE IN APPLIED CLINICAL NUTRITION

The curriculum leading to the MSACN degree requires six trimesters (each of 15 weeks’ duration) of part-time online study. This is the equivalent of 24 calendar months. Students are expected to follow the curriculum sequence unless permission to register for a course out of sequence is granted by the Assistant Dean of Nutrition.

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<thead>
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<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>
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<tr>
<td>NTR 5206  Biochemistry II: The Micronutrients</td>
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<td><strong>Third 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 5305  Design, Analysis, and Critical Evaluation of Research</td>
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<tr>
<td>NTR 5405  Behavioral Nutrition</td>
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<td>NTR 5406  Clinical Herbalism</td>
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<td>NTR 5407  Professionalism and Ethics</td>
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<td><strong>Fifth Trimester</strong></td>
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<tr>
<td>NTR 5402  Drug Induced Nutrient Depletion &amp; Herb/Drug Interaction</td>
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<td>NTR 5603  Therapeutic Nutrition</td>
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<td>NTR 5604  Clinical Sports Nutrition</td>
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<td><strong>Total Required Credits - MSACN</strong></td>
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</table>
Course Descriptions

Students will take six credits per trimester.

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

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

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

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
Behavioral Nutrition

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
Clinical Herbalism

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
Professionalism and Ethics

This course teaches the foundational ethics and professional attributes associated with the role of a healthcare professional. 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
Drug Induced Nutrient Depletion & Herb/Drug Interaction

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
Nutrition Assessment

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

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

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.

**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.

The Master of Science in Applied Clinical Nutrition is not designed to lead to the Registered Dietician (RD) credential. Graduates of the program may not, without holding the appropriate certification, use the term Certified Dietician or Certified Nutritionist in New York state.

To obtain more information regarding certification, contact:

**BCNS**
Board for Certification of Nutrition Specialists
211 W. Chicago Avenue, Suite 218
Hinsdale, IL 60521
Website: [www.nutritionspecialists.org](http://www.nutritionspecialists.org)
Phone: 202-903-0267

**CNCB**
Clinical Nutrition Certification Board
15280 Addison Road, Suite 130
Addison, TX 75001
Website: [www.cncb.org](http://www.cncb.org)
Phone: 972-250-2829

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

**ACBN**
American Clinical Board of Nutrition
6855 Browntown Road
Front Royal, VA 22630
Website: [www.acbn.org](http://www.acbn.org)
Phone: 540-635-8844

**CBCN**
Chiropractic Board of Clinical Nutrition
1840 Forst Hill Blvd. #105
West Palm Beach, FL 33406
Website: [www.cbcn.us](http://www.cbcn.us)
Phone: 561-320-2852

New York Chiropractic College has received approval for our Master of Science Degree in Applied Clinical Nutrition to satisfy most of the educational requirements for the BCNS and ACBN exams. Those interested need to contact those agencies regarding additional qualifications.
Degree: Master of Science in Sports Nutrition (MSSN)
Assistant Dean of Nutrition: Peter Nickless, BS, MS, MBA, DC, CNS, DCBCN

The Master of Science in Sports Nutrition program is an online program.

PURPOSE STATEMENT

The Master of Science degree program in Sports Nutrition will advance New York Chiropractic College’s mission by preparing professionals in the assessment, intervention, and management of nutritional imbalances for the promotion of health, the optimization of athletic performance, and the enhancement of recovery from exercise and/or injury.

PROGRAM GOALS

1. To provide a high quality educational experience centered on the biochemical aspects of metabolism, the interrelationship between macro and micro nutrients, and the important relationship that exists between nutrition, health, and athletic performance.

2. To prepare graduates to clinically assess athletes of all ages and competitive levels for nutritional imbalances and apply evidence-based therapeutic interventions based on the specific needs of the individual, the sport, and the training regimen.

3. To prepare health care professionals to recommend nutritional and herbal supplementation, when appropriate, based on scientific and clinical evidence, in a safe, ethical, and drug-free environment.

4. assess nutritional needs of individual athletes, establish nutritional priorities, and apply individualized evidence-based therapeutic interventions;

5. develop appropriate evidence-based supplement protocols, as needed, to assist the athletes in achieving their performance and recovery goals;

6. incorporate the results of fitness testing in the determination of nutritional needs of both aerobic and anaerobic athletes;

7. describe and defend the fundamental elements of research design and evaluate empirical literature for quality and applicability;

8. utilize effective written and verbal skills to communicate the principles of sports nutrition and their role in health and wellness; and

9. demonstrate ethical reasoning and professional behavior applicable to a drug-free sports nutrition 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 nutrition, with a particular emphasis on sports nutrition;

2. assess nutritional needs of individual athletes, establish nutritional priorities, and apply individualized evidence-based therapeutic interventions;

3. develop appropriate evidence-based supplement protocols, as needed, to assist the athletes in achieving their performance and recovery goals;

4. incorporate the results of fitness testing in the determination of nutritional needs of both aerobic and anaerobic athletes;

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 sports nutrition and their role in health and wellness; and

7. demonstrate ethical reasoning and professional behavior applicable to a drug-free sports nutrition environment.

ADMISSION TO THE MSSN PROGRAM

The field of Sports Nutrition draws students of all ages and from all walks of life who share an interest in the effects of nutrition on athletic performance. In assessing applicants, NYCC looks for individuals who demonstrate the potential to succeed in NYCC’s rigorous master’s degree program in Sports Nutrition, as well as a commitment to helping people through the application of sports nutrition. Successful candidates exhibit strong communication skills, integrity, and professionalism.
**Academic Requirements for Admission**

Applicants will be required to show proof of successfully completing 90 semester hours (136 quarter hours) of college credit, including nine credits of bioscience coursework prior to matriculation, from an accredited, degree-granting institution. Students must have achieved a grade of “C” or better in the prerequisite bioscience courses. A cumulative Grade Point Average (GPA) of 2.5 or higher on a 4.0 scale will be 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 grad 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; and

- applicants must obtain and complete and application for transfer credit and wait for an evaluation.

An offer to 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 can more than 50% of credits be accepted for the combination of transfer credits and credits for prior learning.

**International Applicants**

NYCC welcomes applicants 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 Sports 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; and

4. an Ability-to-Pay statement.

**Credits for Prior Learning**

Credit for prior learning may be granted for core nutrition courses in the sports nutrition program at NYCC to individuals with an earned health-professional license (e.g., MD, DO, DC, RN, Pharm.D., DNP, DPT, etc.) who have received significant nutrition education and training but have not earned a graduate-level course credit eligible for transfer credit. Credit for prior learning may also be granted for core nutrition courses to individuals who have earned significant education in a particular field that provides equivalent mastery to a 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 dean/director and the faculty 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.
SAMPLE CURRICULUM SCHEDULE
MASTER OF SCIENCE IN SPORTS NUTRITION

The curriculum leading to the MSSN degree requires six trimesters (each of 15 weeks’ duration) of part-time online study. This is the equivalent of 24 calendar months. Students are expected to follow the curriculum sequence unless permission to register for a course out of sequence is granted by the Assistant Dean of Nutrition.

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<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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<td>NTR 5206 Biochemistry II: The Micronutrients</td>
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<td>NTR 5207 Nutrition Across the Life Span</td>
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<td>NTR 5305 Design, Analysis, and Critical Evaluation of Research</td>
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**COURSE DESCRIPTIONS**

**NTR 5104**  
**Biochemistry I: The Macronutrients**  
3 credits

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 5206**  
**Biochemistry II: The Micronutrients**  
3 credits

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.

**MSN 5201**  
**Applied Exercise Physiology**  
3 credits

This course will provide an overview of theories and principles of exercise physiology and how they relate to fueling performance and recovery. Topics to be discussed include: energy systems in sports, circulatory, inflammatory, endocrine, respiratory and neuromuscular adaptation to training, environmental impacts on physiology and a hierarchal approach to assessing and impacting physiological needs through nutrition. The student will be introduced to the nutritional needs of the athlete based on the physiological demands placed on them by their individual sports.

**NTR 5207**  
**Nutrition Across the Lifespan**  
3 credits

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 5305**  
**Design, Analysis, and Critical Evaluation of Research**  
3 credits

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.

**MSN 5301**  
**Exercise Testing**  
2 credits

This course will examine the role of examination and testing procedures for athletes as an assessment of physiological functioning and adaptation to athletics. Emphasis will be placed on the performance of athletic testing as a means of determining baseline fitness and adaptation to exercise. Students will gain a working knowledge of the performance of testing as a means of assessing and evaluating the effects of exercise of physiological functioning and adaptation to sport through the use of case-studies. Topics addressed will include (but are not limited to): ergometry, direct and indirect calorimetry, hydration testing, muscular fitness and cardiovascular analysis.

**NTR 5407**  
**Professionalism and Ethics**  
1 credit

This course teaches the foundational ethics and professional attributes associated with the role of a healthcare professional. 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 5503 3 credits
Nutrition Assessment

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 health care 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 client management and follow-up.

MSN 5401 2 credits
Nutrition for Endurance Athletes

This course will examine the unique nutritional needs of athletes competing in individual and team endurance sports. The student will examine the physiological needs of aerobic athletes including: the assessment and determination of the macronutrient and micronutrient needs, hydration protocols, and nutrient timing for optimal sports performance and recovery. Students will learn to develop an effective evidence-based dietary plan that will support the athlete’s performance goals through theoretical coursework and realistic case-based scenarios.

MSN 5402 1 credit
Dietary Supplements and Sports Performance

This course will examine the use of dietary supplements as they relate to athletic performance and their use in supporting an individual’s athletic goals. A special emphasis will be placed on the role of supplements in the improvement of athletic performance and recovery and the control of inflammation. Topics will include: general supplemental considerations, targeted supplemental protocols for sport specificity, supplement production and quality control, special concerns for the drug tested athlete, and supplemental needs for the aging athlete.

The use of theoretical and case study applications will solidify the relationship between sports performance and an evidence-based supplemental plan.

NTR 5506 2 credits
Medical Nutrition Therapy

This course will focus on the use of medical nutrition therapy for the management and support of health and disease. Specific nutrition intervention including diet, vitamins, minerals, 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 medical nutrition therapy into patient care.

MSN 5502 2 credits
Sports Nutrition for Special Populations

This course will examine needs of athletes from various demographic, psychological, and physiological backgrounds. The student will gain knowledge of the impact that specific factors such as age, culture, and or other underlying physical conditions may have on the nutritional needs of the athletes. Through the use of didactic lecturing and case study examples the student will apply the principle of this course to adjust and amend the athlete’s nutritional interventions to take into account the needs of the individual athlete. Topics discussed will include: youth athletes, athletes with eating disorders, Special Olympians, athletes with chronic health conditions, and the aging athlete.

MSN 5503 2 credits
Nutrition for Strength Athletes

This course will examine the unique nutritional needs of athletes competing in strength-based or anaerobic sports. The student will examine the physiological needs of strength athletes including: the assessment and determination of the macronutrient and micronutrient needs and nutrient timing for optimal sports performance and recovery. Students will learn to develop an effective evidence-based dietary plan that will support the athlete’s performance goals through theoretical coursework and realistic case-based scenarios.
MSN 5505  
Sports Nutrition Capstone Project  

3 credits

The final project is a culmination of what the student has learned throughout the MS in Sports Nutrition program. Working with a faculty member, the student will develop a final project, which will be a detailed case study or field experience with a related research topic. The successful completion of the capstone project should demonstrate a thorough understanding of both a specific topic and the application of this topic to the broader subject of Sports Nutrition allowing the student to demonstrate both the didactic and clinical skills of a Sports Nutritionist.

ELECTIVE COURSE DESCRIPTIONS

MSN 5602  
Clinical Mentoring  

3 credits

This course is designed to provide students with a practical experience overseeing clinical nutrition care for special populations. Students are mentored by a faculty member who is a credentialed nutritionist as they participate in the care of recorded real-life patients via interactive virtual case scenarios. Clinical experiences will cover each of the following categories: nutritional assessment, intervention, education, counseling or management, and monitoring or evaluation. The supervised experience totals up to 125 hours that may be applicable towards the clinical requirements of the Board of Clinical Nutrition Specialists.

NTR 5402  
Drug Induced Nutrient Depletion & Herb/Drug Interaction  

3 credits

This is an interactive course describing 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, 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.

MSN 5701  
Clinical Mentoring II  

3 credits

This course is designed to provide students with additional practical experience overseeing advanced clinical nutrition care for special populations. Students are mentored by a faculty member who is a credentialed nutritionist as they participate in the care of recorded real-life patients via interactive virtual case scenarios. Clinical experiences will cover each of the following categories: nutritional assessment, intervention, education, counseling or management, and monitoring or evaluation. The supervised experience totals up to 125 hours that may be applicable towards the clinical requirements of the Board of Clinical Nutrition Specialists.

NTR 5406  
Clinical Herbalism  

3 credits

This is an online course focusing on the use of natural materials as therapeutic agents. Plants have yielded many important medicines; in this course you 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 5204  
Clinical Nutrition for Pain & Inflammation  

3 credits

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 5106 3 credits
Theories and Principles of Applied Clinical Nutrition and 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.

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.

The Master of Science in Sports Nutrition is not designed to lead to the Registered Dietician (RD) credential. Graduates of the program may not, without holding the appropriate certification, use the term Certified Dietician or Certified Nutritionist in New York State.

To obtain more information regarding certification, contact:

ISSN
International Society of Sports Nutrition
4511 NW 7th Street
Deerfield Beach, FL 33442
Website: www.sportsnutritionsociety.org
Phone: 561-239-1754

BCNS
Board for Certification of Nutrition Specialists
211 W. Chicago Avenue, Suite 218
Hinsdale, IL 60521
Website: www.nutritionspecialists.org
Phone: 202-903-0267

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

To obtain more information regarding the diplomate 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

CBCN
Chiropractic Board of Clinical Nutrition
1840 Forest Hill Blvd. #105
West Palm Beach, FL 33406
Website: www.cbccn.org
Phone: 561-320-2852
Master of Science in Human Anatomy and Physiology Instruction

Degree: Master of Science in Human Anatomy and Physiology Instruction (MSHAPI)
Director: William J. Germano, BA, MS, 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.

PROGRAM GOALS

1. Prepare healthcare professionals, professional educators, and graduate academic degree holders in a related field to become instructional specialists in the subjects of anatomy and physiology for the undergraduate lecture hall and laboratory.

2. Provide a high-quality educational experience focused on mentorship and the development of instructional skills and tools that are necessary for success in the college and university setting.

3. Expand the career opportunities of healthcare and education professionals.

PROGRAM LEARNING 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 effective 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; and

- 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; and

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.

CURRICULUM

<table>
<thead>
<tr>
<th>Course No./Title</th>
<th>Credits</th>
</tr>
</thead>
<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 5135  Instructional Theory &amp; Practices: Designing and Developing Lab and Blended 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 5160  Designing Online Courses</td>
<td>3</td>
</tr>
<tr>
<td>HAP 5110* Introduction to Anatomy &amp; Physiology; Chemistry; Cells; Histology</td>
<td>3</td>
</tr>
<tr>
<td>HAP 5120  Integumentary, Skeletal, and Muscular Systems</td>
<td>3</td>
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<tr>
<td>HAP 5130  Nervous System</td>
<td>3</td>
</tr>
<tr>
<td>HAP 5140  Endocrine System; Cardiovascular System</td>
<td>3</td>
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<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>
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<tr>
<td>HAP 5180  Essentials of Medical Microbiology for Anatomy &amp; Physiology Instructors</td>
<td>3</td>
</tr>
<tr>
<td><strong>Total Required Credits - MSHAPI</strong></td>
<td><strong>36</strong></td>
</tr>
</tbody>
</table>

* Students are expected to successfully complete this course before enrolling in other HAP-prefix courses, unless permission is granted by the Program Director.
COURSE DESCRIPTIONS

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

**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. Students are expected to successfully complete this course before enrolling in other HAP prefix courses, unless permission is granted by the Program Director.

**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 5135 3 credits**
*Instructional Theory & Practices: Designing and Developing Lab and Blended Learning Environments*

ITP 5135 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.

ITP 5140 3 credits
Instructional Theory & Practices: Employment in the College/University Setting; Capstone Portfolio Project

ITP 5140 is an online course designed to equip the MSHAPI candidate with a detailed appreciation of the practical issues relating to employment as an anatomy & physiology instructor in the undergraduate setting. The compilation of the instructional tools developed by the student throughout the MSHAPI program into a comprehensive teaching portfolio will serve as the capstone project of the program.

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 5160 3 credits
Designing Online Courses

This course will reintroduce and expand upon the theories, principles, practice, and design of teaching in the online setting. Students will explore pedagogical options for designing and implementing online and blended lessons and fully online courses. This course culminates in the creation of an online module within the learning management system.

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

Degree: Bachelor of Professional Studies (BPS)
Director: Erica Callahan, BS, MS, 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 enrolled in the DC or MSA/MSAOM programs at NYCC are eligible to participate in the BPS program.

**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; and

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; and

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 Erica Callahan, DC, Director of the BPS program, at 315-568-3293, or by e-mail at ecallahan@nycc.edu.

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**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.
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 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.

Gastrointestinal/Genitourinary Tract Imaging

RAD 5206 30 hours, 2 credits
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 terminology, advanced imaging, 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, 0.5 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 Master 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 students 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.
Degree: Master of Science in Clinical Anatomy (MSCA)
Director: Maria Thomadaki, BS, 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.

It is recommended that the candidate have at least a 3.0 overall chiropractic college GPA with no grade lower than a C in any anatomical science course. 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.

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 Master of Science in Clinical Anatomy program for an application:

Maria Thomadaki, BS, DC
Director, Master of Science in Clinical Anatomy Program
New York Chiropractic College
2360 State Route 89
Seneca Falls, NY 13148

E-mail: mthomadaki@nycc.edu
Phone: 315-568-3236

Academic Program Total: 37 credits

COURSE DESCRIPTIONS

AST 6556
Preparation as a College Educator
2 credits
Prerequisites: Entrance requirements
Prerequisite for: CAN 5504, CAN 5203

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**

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**

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**

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 5201**  
**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 5203**  
**Teaching Methodology**  
**Prerequisite:** AST 6556

Continuation of topics covered in Preparation as a College Educator. This interactive course will explore the elements of teaching and assessment in medical education. The content will build upon previous theories and teaching methods with an emphasis on effective teaching, skilled educational planning, and informed assessment and evaluation.

**CAN 5303**  
**Cross Sectional Anatomy**

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**

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 5301**  
**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 5402**

**Special Topics – Embryology**

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**

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 DC and AOM programs.

**RES 5410**

**Thesis I**

**Prerequisites:** RES 5210, RES 5310

**Prerequisite for:** RES 5810, RES 5910

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 II**

**Prerequisites:** RES 5210, RES 5310, RES 5410

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**

**Teaching Practicum**

**Prerequisite:** AST 6556

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**

**Thesis III**

**Prerequisites:** RES 5210, RES 5310, RES 5410, RES 5810

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 5602**

**Independent Study**

Topic to be mutually arranged between the student and the Director of the MSCA program. The course provides additional opportunities for the participation in research, development of publishable works, independent studies, off-campus educational experiences or other mutually agreed upon educational training opportunities. Directed study may be performed both on campus or during an off-campus experience such as concurrent with an externship.
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, neurodiagnostics, alternative/complementary healthcare, risk management, documentation, and patient communication.

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.nyccpostgrad.com.
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Vice President of Marketing and Communications
Colleen Brennan-Barry, BA, MS
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<tr>
<th>Name/Rank/Education</th>
<th>Status</th>
<th>Program(s) Taught</th>
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<tr>
<td><strong>Abott, Jennifer</strong></td>
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<tr>
<td>Graduate Associate. DC, New York Chiropractic College, 2016; BPS, New York Chiropractic College, 2014; AAS, Monroe Community College, 2011</td>
<td>Full Time</td>
<td>Doctor of Chiropractic, MS in Acupuncture, MS in Applied Clinical Nutrition</td>
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<tr>
<td><strong>Anthony, Dorothy J.</strong></td>
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<tr>
<td>Adjunct Assistant Professor. DC, Cleveland Chiropractic College, 1979; AA, Maple Woods Community College, 1975</td>
<td>Part Time</td>
<td>MS in Human Anatomy and Physiology Instruction, MS in Diagnostic Imaging</td>
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<td><strong>Arar, Ilija</strong></td>
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<tr>
<td>Associate Professor. DC, New York Chiropractic College, 2000; MEd, Syracuse University, 2006; BS, McMaster University, 1994</td>
<td>Full Time</td>
<td>MS in Acupuncture and Oriental Medicine, MS in Clinical Anatomy, Bachelor of Professional Studies</td>
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<td><strong>Bailey, Daniel T.</strong></td>
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<td>Adjunct Instructor. DC, New York Chiropractic College, 2008; MS, New York Chiropractic College, 2008; BS, St. Lawrence University, 2001</td>
<td>Full Time</td>
<td>MS in Human Anatomy and Physiology Instruction, MS in Diagnostic Imaging</td>
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<td><strong>Balliett, Mary E.</strong></td>
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<tr>
<td>Professor. DC, New York Chiropractic College, 1988; MS, New York Chiropractic College, 2008; BS, Cornell University, 1976</td>
<td>Part Time</td>
<td>Library, Doctor of Chiropractic, MS in Acupuncture and Oriental Medicine</td>
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<td><strong>Balseca, Jose R.</strong></td>
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<tr>
<td>Adjunct Instructor. DC, New York Chiropractic College, 2014; BS, Fredonia State University, 2010</td>
<td>Full Time</td>
<td>Library, Doctor of Chiropractic, MS in Acupuncture and Oriental Medicine</td>
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<td><strong>Bandelli, Lorraine N.</strong></td>
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<td>Adjunct Instructor. PhD, Teachers College, Columbia University, 2013; MS, Teachers College, Columbia University, 2013; MEd, Teachers College, Columbia University, 2013; MS, Columbia University, 2008; BA, New York University, 2007</td>
<td>Full Time</td>
<td>Library, Doctor of Chiropractic</td>
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<td><strong>Barbato, Michael P.</strong>&lt;br&gt;Adjunct Instructor. DC, New York Chiropractic College, 2014; BS, Indiana University of Pennsylvania, 2013</td>
<td>✓ ✓ ✓ ✓</td>
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<td><strong>Barnes-Jones, Josias E.</strong>&lt;br&gt;Resident. DC, Life University College of Chiropractic, 2017; MEd, Auburn University, 2005; BA, Norfolk State University, 2004</td>
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<td><strong>Barr, Deborah A.</strong>&lt;br&gt;Professor. ScD, Boston University, 1988; MS, Texas A &amp; M University, 1982; BS, Colorado State University, 1979</td>
<td>✓ ✓ ✓ ✓</td>
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<tr>
<td><strong>Barwinczak, Lisa M.</strong>&lt;br&gt;Educational Administrator/Associate Professor. DC, New York Chiropractic College, 2002; AAS, Cayuga Community College, 1998</td>
<td>✓ ✓ ✓ ✓</td>
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<td><strong>Batis, Jeffrey T.</strong>&lt;br&gt;Adjunct Instructor. DC, New York Chiropractic College, 2015; BS, SUNY Cortland, 2012</td>
<td>✓ ✓ ✓ ✓</td>
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<td><strong>Bauer, Rebecca L.</strong>&lt;br&gt;Fellow. DC, New York Chiropractic College, 2015; BS, Brock University, 2014</td>
<td>✓ ✓ ✓ ✓</td>
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<tr>
<td><strong>Bell, Frank B.</strong>&lt;br&gt;Adjunct Assistant Professor. DC, Cleveland Chiropractic College, 1988; MS, New York Chiropractic College, 2015</td>
<td>✓ ✓ ✓ ✓</td>
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<td><strong>Bidwell, Amy J.</strong>&lt;br&gt;Adjunct Instructor. PhD, Syracuse University, 2012; MS, Syracuse University, 2007; BS, SUNY Brockport, 1999</td>
<td>✓ ✓ ✓ ✓</td>
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<tr>
<td><strong>Block, Jeffrey M.</strong>&lt;br&gt;Adjunct Instructor. DC, National College of Chiropractic, 1991; BS, National College of Chiropractic, 1989; BS, SUNY Stony Brook, 1987</td>
<td>✓ ✓ ✓ ✓</td>
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<td><strong>Block, Richard</strong>&lt;br&gt;Adjunct Instructor. DC, National College of Chiropractic, 1996; BS, National College of Chiropractic 1994; BS, SUNY Oswego, 1993</td>
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<td><strong>Bloom, Lisa K.</strong></td>
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<tr>
<td>Assistant Dean of Preclinical Chiropractic Education/Professor. PhD, Concordia University Chicago, 2017; DC, New York Chiropractic College, 1990; BMus, Ithaca College, 1983</td>
<td>✓</td>
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<td><strong>Bobak, Karen A.</strong></td>
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<td><strong>Crocker, Robert A., Jr.</strong>&lt;br&gt;Adjunct Associate Professor and Founding Dean, Master of Science in Human Anatomy and Physiology Instruction Program. DC, National College of Chiropractic, 1976; BS, National College of Chiropractic, 1975; BA, Boston College, 1973</td>
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<td><strong>Cunningham, Christine M.</strong>&lt;br&gt;Associate Professor. MS, SUNY Stony Brook, 1988; BS, SUNY Stony Brook, 1981; AS, SUNY Morrisville, 1979</td>
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<td><strong>D'Amico, John A.</strong>&lt;br&gt;Adjunct Instructor. DC, New York Chiropractic College, 1992</td>
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<td><strong>DeCicco, John L.</strong>&lt;br&gt;Associate Professor Emeritus. DC, New York Chiropractic College, 1982; BA, SUNY Stony Brook, 1972</td>
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<td><strong>Dougherty, Paul E.</strong>&lt;br&gt;Adjunct Professor. DC, Logan College of Chiropractic, 1990; BA, Northwestern College, 1987</td>
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<td><strong>Easton, Darlene</strong>&lt;br&gt;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</td>
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<td>Professor. DACM, Pacific College of Oriental Medicine, 2016; MS, American College of Traditional Chinese Medicine, 1989; MA, University of Washington, 1986; BA, University of California, 1983</td>
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<td>Professor. DACM, Pacific College of Oriental Medicine, 2016; MS, Pacific College of Oriental Medicine, 1999; MA, University of Washington, 1988; BA, Middlebury College, 1985</td>
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<td>Professor. DC, New York Chiropractic College, 1992; MA, Marlboro College, The Graduate Center, 2001; BS, Pace University, 1977; AAS, Rockland Community College, 1974</td>
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<td>Interim Chief of Staff, Rochester Health Center/Instructor. DC, New York Chiropractic College, 2015; BPS, New York Chiropractic College, 2013</td>
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<td>Adjunct Assistant Professor. DC, New York Chiropractic College, 2007; MS, New York Chiropractic College, 2008; BS, Wayne State University, 2004</td>
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<td>Doctor of Chiropractic, MS in Acupuncture, MS in Acupuncture and Oriental Medicine, MS in Applied Clinical Nutrition, MS in Diagnostic Imaging, MS in Clinical Anatomy, Bachelor of Professional Studies</td>
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<td>Doctor of Chiropractic, MS in Human Anatomy and Physiology Instruction</td>
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<td><strong>LaFalce, John D.</strong>&lt;br&gt;Instructor. DC, New York Chiropractic College, 2006; MEd, Springfield College, 2000; BS, Springfield College, 1996</td>
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<td><strong>Lancraft, Thomas M.</strong>&lt;br&gt;Adjunct Associate Professor. MA, University of California, Santa Barbara, 1982; BA, University of California, Santa Barbara, 1977</td>
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<td><strong>Larsen, Kurt A.</strong>&lt;br&gt;Adjunct Instructor. DC, Northwestern College of Chiropractic, 1983</td>
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<td>✓</td>
<td>MS in Acupuncture and Oriental Medicine, MS in Clinical Anatomy&lt;br&gt;Doctor of Chiropractic, MS in Applied Clinical Nutrition, MS in Diagnostic Imaging, MS in Clinical Anatomy&lt;br&gt;Adminstrative, Research, Library&lt;br&gt;Full Time, Part Time</td>
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<td><strong>Maneri, Wendy L.</strong>&lt;br&gt;Associate Dean of Chiropractic Clinical Education and Health Centers/Chief of Staff, Seneca Falls Health Center/Associate Professor. EdD, Nova Southeastern University, 2018; DC, New York Chiropractic College, 1999; MS, Roberts Wesleyan College, 2006; BS, Empire State College, 1998</td>
<td>✓ ✓ ✓</td>
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<td><strong>Mangels, Ralph A.</strong>&lt;br&gt;Adjunct Instructor. DC, New York Chiropractic College, 1990; BS, SUNY Albany, 1990</td>
<td>✓ ✓ ✓</td>
<td>MS in Applied Clinical Nutrition, MS in Diagnostic Imaging, MS in Clinical Anatomy&lt;br&gt;Administrative, Library, Research&lt;br&gt;Full Time, Part Time</td>
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<td><strong>Marchese, Christopher A.</strong>&lt;br&gt;Associate Professor. DC, New York Chiropractic College, 1993; BS, New Jersey Institute of Technology, 1982</td>
<td>✓ ✓ ✓</td>
<td>MS in Applied Clinical Nutrition, MS in Diagnostic Imaging, MS in Clinical Anatomy&lt;br&gt;Administrative, Library, Research&lt;br&gt;Full Time, Part Time</td>
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<tr>
<td><strong>Marone, Cory N.</strong>&lt;br&gt;Adjunct Instructor. DC, New York Chiropractic College, 2017</td>
<td>✓ ✓ ✓</td>
<td>MS in Applied Clinical Nutrition, MS in Diagnostic Imaging, MS in Clinical Anatomy&lt;br&gt;Administrative, Library, Research&lt;br&gt;Full Time, Part Time</td>
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<tr>
<td><strong>Martin, Carla A.</strong>&lt;br&gt;Adjunct Assistant Professor. PhD, SUNY Buffalo, 1985; MA, SUNY Buffalo, 1982; BS, SUNY Geneseo, 1976</td>
<td>✓ ✓ ✓</td>
<td>MS in Applied Clinical Nutrition, MS in Diagnostic Imaging, MS in Clinical Anatomy&lt;br&gt;Administrative, Library, Research&lt;br&gt;Full Time, Part Time</td>
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<tr>
<td><strong>Martin, Janelle G.</strong>&lt;br&gt;Assistant Professor. DC, New York Chiropractic College, 2006; BPS, New York Chiropractic College, 2004</td>
<td>✓ ✓ ✓</td>
<td>MS in Applied Clinical Nutrition, MS in Diagnostic Imaging, MS in Clinical Anatomy&lt;br&gt;Administrative, Library, Research&lt;br&gt;Full Time, Part Time</td>
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<tr>
<td><strong>Mathers, Sean K.</strong>&lt;br&gt;Adjunct Assistant Professor. DPT, University of Pittsburgh, 2011; DC, Palmer College of Chiropractic, 2000; BS, University of Pittsburgh, 1997</td>
<td>✓ ✓ ✓</td>
<td>MS in Applied Clinical Nutrition, MS in Diagnostic Imaging, MS in Clinical Anatomy&lt;br&gt;Administrative, Library, Research&lt;br&gt;Full Time, Part Time</td>
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<tr>
<td>Name/Rank/Education</td>
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<tr>
<td><strong>Mayer, John</strong></td>
<td>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</td>
<td>Full Time, Part Time, Administrative, Library, Doctor of Chiropractic, MS in Acupuncture, MS in Applied Clinical Nutrition, MS in Diagnostic Imaging, MS in Clinical Anatomy, Bachelor of Professional Studies</td>
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<td><strong>Mestan, Michael A.</strong></td>
<td>President/Associate Professor. EdD, University of Rochester, 2013; DC, National College of Chiropractic, 1994; BS, National College of Chiropractic, 1991; MS, University of Rochester, 2011</td>
<td>Full Time, Part Time, Administrative, Library, Doctor of Chiropractic, MS in Acupuncture, MS in Applied Clinical Nutrition, MS in Diagnostic Imaging, MS in Clinical Anatomy, Bachelor of Professional Studies</td>
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<tr>
<td><strong>Miller, Joseph A.</strong></td>
<td>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 Alfred, 1977</td>
<td>Full Time, Part Time, Administrative, Library, Doctor of Chiropractic, MS in Acupuncture, MS in Applied Clinical Nutrition, MS in Diagnostic Imaging, MS in Clinical Anatomy, Bachelor of Professional Studies</td>
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<tr>
<td><strong>Mittak, Veronica L.</strong></td>
<td>Associate Professor. DHEd, ATSU School of Health Management, 2009; MPH, ATSU School of Health Management, 2006; BA, University of Wisconsin, 1985; MS, Walden University, 2014</td>
<td>Full Time, Part Time, Administrative, Library, Doctor of Chiropractic, MS in Acupuncture, MS in Applied Clinical Nutrition, MS in Diagnostic Imaging, MS in Clinical Anatomy, Bachelor of Professional Studies</td>
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<td><strong>Mollin, Hunter A.</strong></td>
<td>Associate Professor. DC, New York Chiropractic College, 1980; BS, SUNY Stony Brook, 1977</td>
<td>Full Time, Part Time, Administrative, Library, Doctor of Chiropractic, MS in Acupuncture, MS in Applied Clinical Nutrition, MS in Diagnostic Imaging, MS in Clinical Anatomy, Bachelor of Professional Studies</td>
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<td><strong>Moriarty, Holly D.</strong></td>
<td>Adjunct Assistant Professor. DC, University of Bridgeport, 2002; BS, University of Rhode Island, 1994</td>
<td>Full Time, Part Time, Administrative, Library, Doctor of Chiropractic, MS in Acupuncture, MS in Applied Clinical Nutrition, MS in Diagnostic Imaging, MS in Clinical Anatomy, Bachelor of Professional Studies</td>
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<tr>
<td><strong>Murante, Julie R.</strong></td>
<td>Adjunct Instructor. MS, New York Chiropractic College, 2007; MS, New York Chiropractic College, 2006; BS, Castleton State College, 1994</td>
<td>Full Time, Part Time, Administrative, Library, Doctor of Chiropractic, MS in Acupuncture, MS in Applied Clinical Nutrition, MS in Diagnostic Imaging, MS in Clinical Anatomy, Bachelor of Professional Studies</td>
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<td>Name/Rank/Education</td>
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<td><strong>Murphy, Donald R.</strong></td>
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<td>Adjunct Associate Professor. DC, New York Chiropractic College, 1988; BS, Excelsior College, 1990; AA, Nassau Community College, 1983</td>
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<tr>
<td><strong>Myers, Keith P.</strong></td>
<td></td>
<td>Adjunct Associate Professor. MD, Uniformed Services University of Health Sciences, 2002; DC, Cleveland College of Chiropractic, 1991; BS, New Mexico State University, 1987; BA, New Mexico State University, 1987</td>
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<tr>
<td><strong>Napuli, Jason G.</strong></td>
<td></td>
<td>Adjunct Associate Professor. DC, New York Chiropractic College, 2003; MBA, University of Binghamton, 2006; BA, Brooklyn College, 1999</td>
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<tr>
<td><strong>Nerli, Serge</strong></td>
<td></td>
<td>Adjunct Associate Professor. DC, New York Chiropractic College, 1983; MS, University of Bridgeport, 1999; BS, Excelsior College, 2015</td>
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<tr>
<td><strong>Nicchi, Frank J.</strong></td>
<td></td>
<td>President Emeritus/Professor. DC, New York Chiropractic College, 1978; MS, Roberts Wesleyan College, 2003; BA, St. John’s University, 1973</td>
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<tr>
<td><strong>Nickless, Peter G.</strong></td>
<td></td>
<td>Assistant Dean of Nutrition/Assistant Professor. DC, New York Chiropractic College, 2000; MBA, University of Southern New Hampshire, 2012; MS, University of Bridgeport, 2009; MS, University of Southern New Hampshire, 2014</td>
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<tr>
<td><strong>Novelli, Stephen A.</strong></td>
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<td>Adjunct Instructor. DC, New York Chiropractic College, 2007; BA, SUNY Geneseo, 2004</td>
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<td><strong>Papenbrock, Lisa</strong></td>
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<tr>
<td>Adjunct Instructor. DC, New York Chiropractic College, 2007; BS, Pennsylvania State University, 2004</td>
<td>✓</td>
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<td><strong>Papuga, Mark O.</strong></td>
<td></td>
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<tr>
<td>Associate Professor. PhD, University of Rochester, 2011; MS, Case Western Reserve University, 2004; BS, Syracuse University, 2000</td>
<td>✓</td>
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<tr>
<td><strong>Patton, Kevin T.</strong></td>
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<tr>
<td>Adjunct Professor. PhD, Union Institute and University, 1987; MS, Southern Illinois University at Edwardsville, 1984; BA, Saint Louis University, 1980</td>
<td>✓</td>
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<tr>
<td><strong>Petrocco-Napuli, Kristina L.</strong></td>
<td></td>
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<tr>
<td>Adjunct Associate Professor. DC, New York Chiropractic College, 2003; MS, Syracuse University, 2006; BS, University of Arizona, 1998</td>
<td>✓</td>
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<tr>
<td><strong>Petters, David F.</strong></td>
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<tr>
<td>Associate Professor. DC, New York Chiropractic College, 1986; BS, SUNY Stony Brook, 1978</td>
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<td><strong>Pingicer, Michael G.</strong></td>
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<tr>
<td>Associate Professor. MS, Touro College, 2006; BA, The College of William and Mary, 1999</td>
<td>✓</td>
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<tr>
<td><strong>Pittenger, Susan D.</strong></td>
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<tr>
<td>Director, Center for Career Development and Professional Success/Instructional Staff. MS, SUNY Brockport, 1995; BS, SUNY Brockport, 1975</td>
<td>✓</td>
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<tr>
<td><strong>Plezbert, Julie A.</strong></td>
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<tr>
<td>Professor. DC, National College of Chiropractic, 1986; BS, National College of Chiropractic, 1984; BS, George Williams College, 1980; AS, College of Dupage, 1977</td>
<td>✓</td>
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<td><strong>Poirier, Jean-Nicolas</strong></td>
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<tr>
<td>Dean of the School of Health Sciences and Education and Director of Academic Services/Associate Professor. DC, Université du Québec à Trois Rivières, 2001; EdD, St. John Fisher College, 2014</td>
<td>✓</td>
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<td>Name/Rank/Education</td>
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<td>Rae, Lindsay R.</td>
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<tr>
<td>Regalla, Sylvia H.</td>
<td></td>
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<tr>
<td>Adjunct Assistant Professor. MD, SUNY Buffalo, 1975; MS, New York Chiropractic College, 2008; BA, University of Buffalo, 1970</td>
<td>✓</td>
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<tr>
<td>Ruddy, Robert M.</td>
<td></td>
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<tr>
<td>Assistant Professor. DC, New York Chiropractic College, 1996; BA, New England College, 1980</td>
<td>✓</td>
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<td>SanFilipo, Fred L.</td>
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<tr>
<td>Adjunct Assistant Professor. DC, New York Chiropractic College, 1981; BS, St. Bonaventure University, 1978</td>
<td>✓</td>
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<td>SanFilipo, Michael L.</td>
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<td>Schuler, Corey B.</td>
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<td>Adjunct Assistant Professor. DC, Northwestern Health Sciences University, 2007; BS, Valparaiso University, 2002; MS, University of Bridgeport, 2011</td>
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<td>Seaman, David R.</td>
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<td>Adjunct Professor. DC, New York Chiropractic College, 1986; MS, University of Bridgeport, 1991; BS, Rutgers University, 1982</td>
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<td>Severson, Larissa L.</td>
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<td>✓</td>
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<td>Sheldon, J. Christopher</td>
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<tr>
<td>Associate Librarian. MLS, Syracuse University, 1990; BS, Westbrook College, 1983; AA, Westbrook College, 1980</td>
<td>✓</td>
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<td>Sherman, Christopher R.</td>
<td></td>
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<tr>
<td>Adjunct Assistant Professor. DC, University of Western States, 2007; BS, University of Western States, 2006</td>
<td>✓</td>
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<td>Full Time</td>
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<tr>
<td><strong>Sherwood, William H.</strong>&lt;br&gt;Judicial Officer/Associate Professor. DC, National College of Chiropractic, 1990; BS, National College of Chiropractic, 1989; BS, University of Northern Colorado, 1978</td>
<td>✔</td>
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<td><strong>Simolo, Amy M.</strong>&lt;br&gt;Adjunct Assistant Professor. EdD, University of Rochester, 2016; MS, University at Albany, 2010; BS, Cazenovia College, 2001; AAS, Cazenovia College, 1999</td>
<td>✔</td>
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<tr>
<td><strong>Smith, Brooke M.</strong>&lt;br&gt;Graduate Associate. DC, New York Chiropractic College, 2018; MS, New York Chiropractic College 2016; BS Ursinus College, 2012</td>
<td>✔</td>
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<td><strong>Sokolowski, Mark D.</strong>&lt;br&gt;Adjunct Instructor. DC, Palmer College of Chiropractic, 1985</td>
<td>✔</td>
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<td><strong>Stefanowicz, Eric T.</strong>&lt;br&gt;Assistant Professor. DC, New York Chiropractic College, 2014; BS, SUNY Potsdam, 2011</td>
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<td><strong>Stevens, Gerald L.</strong>&lt;br&gt;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</td>
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<td><strong>Stokes, Allison G.</strong>&lt;br&gt;Adjunct Professor. PhD, Yale University Divinity School, 1981; ThM, Harvard Divinity School, 1997; MDiv, Yale University Divinity School, 1981; MPhil, Yale University Divinity School, 1976</td>
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<td><strong>Tellin, William G.</strong>&lt;br&gt;Adjunct Assistant Professor. DC, Logan College of Chiropractic, 1975</td>
<td>✔</td>
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<td>Thomadaki, Maria</td>
<td>✓</td>
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<tr>
<td>Director, Master of Science in Clinical Anatomy Program/Associate Professor. DC, New York Chiropractic College, 1994; BS, Regents College, 1994</td>
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<td>Trimboli, Joseph</td>
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<td>Resident. DC, New York Chiropractic College, 2016; BPS, New York Chiropractic College, 2015</td>
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<td>Vasakiris, Christos</td>
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<td>Adjunct Instructor. DC, New York Chiropractic College, 1989</td>
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<td>Voorhies, Jeana L.</td>
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<td>Educational Administrator/Assistant Professor. DC, New York Chiropractic College, 2001</td>
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<td>Wakefield-Murphy, Robyn K.</td>
<td>✓</td>
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<td>Assistant Professor. PhD, University of Pittsburgh, 2017; MS, University of Sheffield, 2010; BA, University of Pittsburgh, 2008</td>
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<td>Walker, Jessica</td>
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<td>Instructor. BA, East Carolina University, 2007</td>
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<td>Walker, Robert A.</td>
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<td>Professor. PhD, Kent State University, 1989; MA, Kent State University, 1982; BA, University of Arkansas, 1980</td>
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<td>Warshel, Chad D.</td>
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<td>Director, Master of Science in Diagnostic Imaging Program/Associate Professor. DC, Western States Chiropractic College, 1997; BA, California State University, 1994</td>
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<td>Wells, Keith A.</td>
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<td>Professor. DC, Los Angeles College of Chiropractic, 1983; MA, Biola University, 2009; MA, Biola University, 2002; BS, SUNY College of Environmental Science and Forestry, 1977</td>
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<td>Whiting, Timothy M.</td>
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<td><strong>NYCC Faculty</strong></td>
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<td><strong>Wicks, Veronica A.</strong></td>
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<td>Associate Professor. DC, New York Chiropractic College, 1988; BS, C.W. Post Center of Long Island University, 1983</td>
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<td><strong>Zdilla, Matthew J.</strong></td>
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<tr>
<td>Adjunct Assistant Professor. DC, New York Chiropractic College, 2006; BS, University of Pittsburgh, 2003</td>
<td>✓</td>
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<td><strong>Zeman, Jamie</strong></td>
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<td>Adjunct Instructor. DC, Palmer College of Chiropractic, 2018; BS, Creighton University, 2013</td>
<td>✓</td>
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<td><strong>Zumpano, Michael P.</strong></td>
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<tr>
<td>Director, Anatomy Center/Professor. DC, New York Chiropractic College, 2006; PhD, SUNY Buffalo, 1997; MA, SUNY Buffalo, 1994; BA, SUNY Buffalo, 1992</td>
<td>✓</td>
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<td><strong>Zurich, Kimberly J.</strong></td>
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<td>Adjunct Assistant Professor. ND, National University of Natural Medicine, 2009; MAc, New England School of Acupuncture, 2015; BA, Cornell University, 2017</td>
<td>✓</td>
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</table>
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 State Route 89
Seneca Falls, NY 13148-0800
Telephone 800-234-6922 (NYCC) or 315-568-3040
Fax 315-568-3087
Web www.nycc.edu
Academic Calendar

FALL TRIMESTER, 2018  
September 5 – December 14, 2018

Beginning of 10th Trimester (DC students) ................................................................. Monday, August 13
Labor Day ........................................................................................................... Monday, September 3
Classes Begin ...................................................................................................... Wednesday, September 5
Drop/Add Course Deadline ................................................................................ Friday, September 14
*Last Day to Officially Withdraw from Classes .................................................. Friday, November 9
Thanksgiving Recess (no classes) ..................................................................... **Wednesday, November 21 – Sunday, November 25
End of 10th Trimester (DC students) ................................................................... Monday, November 26
End of Trimester .................................................................................................. Friday, December 14

WINTER TRIMESTER, 2019  
January 9 – April 19, 2019

Beginning of 10th Trimester (DC students) ................................................................. Monday, December 17, 2018
Classes Begin ....................................................................................................... Wednesday, January 9
Drop/Add Course Deadline ................................................................................ Friday, January 18
Martin Luther King, Jr.’s Birthday (no classes) ..................................................... Monday, January 21
President’s Day (no classes) ................................................................................ Monday, February 18
*Last Day to Officially Withdraw from Classes ................................................... Friday, March 15
End of 10th Trimester (DC students) ................................................................... Monday, March 25
End of Trimester .................................................................................................. Friday, April 19

SPRING TRIMESTER, 2019  
May 8 – August 16, 2019

Beginning of 10th Trimester (DC students) ................................................................. Monday, April 22
Classes Begin ....................................................................................................... Wednesday, May 8
Drop/Add Course Deadline ................................................................................ Friday, May 17
Memorial Day (no classes) .................................................................................. Monday, May 27
Independence Day (no classes) ........................................................................... Thursday, July 4, and Friday, July 5
*Last Day to Officially Withdraw from Classes .................................................... Friday, July 12
End of 10th Trimester (DC students) ................................................................... Monday, July 29
End of Trimester .................................................................................................. Friday, August 16

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, 2019  
**September 11 – December 20, 2019**

Beginning of 10th Trimester (DC students) ..............................................................................Monday, August 19  
Labor Day ........................................................................................................................................Monday, September 2  
Classes Begin .................................................................................................................................Wednesday, September 11  
Drop/Add Course Deadline ..............................................................................................................Friday, September 20  
*Last Day to Officially Withdraw from Classes ..................................................................................Friday, November 15  
Thanksgiving Recess (no classes) .................................................................................................... **Wednesday, November 27 – Sunday, December 1  
End of 10th Trimester (DC students) ...............................................................................................Monday, November 25  
End of Trimester .............................................................................................................................Friday, December 20

WINTER TRIMESTER, 2020  
**January 8 – April 17, 2020**

Beginning of 10th Trimester (DC students)................................................................................... Monday, December 13, 2019  
Classes Begin  .................................................................................................................................................... Wednesday, January 8  
Drop/Add Course Deadline ....................................................................................................................... Friday, January 17  
Martin Luther King, Jr.’s Birthday (no classes) ................................................................................... Monday, January 20  
President’s Day (no classes) ..................................................................................................................... Monday, February 17  
*Last Day to Officially Withdraw from Classes ..................................................................................... Friday, March 13  
End of 10th Trimester (DC students) ................................................................................................. Monday, March 30  
End of Trimester ................................................................................................................................. Friday, April 17

SPRING TRIMESTER, 2020  
**May 6 – August 14, 2020**

Beginning of 10th Trimester (DC students)................................................................................... Monday, April 20  
Classes Begin ................................................................................................................................. Wednesday, May 6  
Drop/Add Course Deadline ....................................................................................................................... Friday, May 15  
Memorial Day (no classes) .................................................................................................................. Monday, May 25  
Independence Day (no classes) ............................................................................................................. Friday, July 3  
*Last Day to Officially Withdraw from Classes ..................................................................................... Friday, July 10  
End of 10th Trimester (DC students) ................................................................................................. Monday, July 27  
End of Trimester ................................................................................................................................. Friday, August 14

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 State Route 89
Seneca Falls, NY 13148

Phone: 1-800-234-6922

Websites:
www.nycc.edu
www.nycchealthcenters.com
New York Chiropractic College
2018-2019 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 (FirstInitialLastName##@s.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>
</tr>
<tr>
<td>Alumni Relations</td>
<td>315-568-3065</td>
<td>Academic I</td>
<td>116</td>
</tr>
<tr>
<td>Health &amp; Fitness Center</td>
<td>315-568-3255, 3259</td>
<td>Health &amp; Fitness Center</td>
<td></td>
</tr>
<tr>
<td>Basic Sciences</td>
<td>315-568-3227</td>
<td>Academic I</td>
<td>206A</td>
</tr>
<tr>
<td>Bookstore</td>
<td>315-568-3133</td>
<td>Bookstore</td>
<td></td>
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<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>
<td>115</td>
</tr>
<tr>
<td>Academy for Academic Excellence and Student Success</td>
<td>315-568-3064, 3123</td>
<td>Anatomy</td>
<td>LL 5</td>
</tr>
<tr>
<td>Chiropractic Clinical Sciences</td>
<td>315-568-3227</td>
<td>Academic I</td>
<td>206A</td>
</tr>
<tr>
<td>Communications</td>
<td>315-568-3146</td>
<td>Administration</td>
<td>101</td>
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<tr>
<td>Counseling</td>
<td>315-568-3064</td>
<td>Library</td>
<td>LL 7B</td>
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<tr>
<td>Educational Technology and Telecommunications</td>
<td>315-568-3127</td>
<td>Academic I</td>
<td>L 16</td>
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<tr>
<td>Emergency</td>
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<tr>
<td>Security</td>
<td>315-568-3022</td>
<td>Administration</td>
<td>L 01</td>
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<tr>
<td>Ambulance</td>
<td>911</td>
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<tr>
<td>Sheriff’s Dept.</td>
<td>911</td>
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<tr>
<td>Fire</td>
<td>911</td>
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<tr>
<td>Financial Aid</td>
<td>315-568-3063</td>
<td>Administration</td>
<td>102</td>
</tr>
<tr>
<td>Food Service</td>
<td>315-568-3029</td>
<td>Administration</td>
<td>Lower Level</td>
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<tr>
<td>Student Technology Help Desk</td>
<td>315-568-3223</td>
<td>Administration</td>
<td>L 04</td>
</tr>
<tr>
<td>Library (main desk)</td>
<td>315-568-3244</td>
<td>Library</td>
<td></td>
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<tr>
<td>Media Library</td>
<td>315-568-3112</td>
<td>Library</td>
<td></td>
</tr>
<tr>
<td>Lost and Found</td>
<td>315-568-3022</td>
<td>Administration</td>
<td>L 01</td>
</tr>
<tr>
<td>Mailroom</td>
<td>315-568-3032</td>
<td>Administration</td>
<td>L 20</td>
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<tr>
<td>Reception Desk</td>
<td>315-568-3000</td>
<td>Administration</td>
<td></td>
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<tr>
<td>Registrar</td>
<td>315-568-3058</td>
<td>Administration</td>
<td>102</td>
</tr>
<tr>
<td>Security</td>
<td>315-568-3022</td>
<td>Administration</td>
<td>L 01</td>
</tr>
<tr>
<td>Student Life (General)</td>
<td>315-568-3053</td>
<td>Academic I</td>
<td>114</td>
</tr>
<tr>
<td>Housing</td>
<td></td>
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</tr>
<tr>
<td>Title IX Issues</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 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 additional diagnostic testing 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 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 a student is located at one of the outpatient health centers, this process can occur at the respective health center. A student who experiences a change in health status may also be required by the Program Dean or a College official to meet with the Chief of Staff or his/her designee, including Counseling Services, to perform a safety assessment to ensure that the student is able to participate in the NYCC coursework.

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 Chief of Staff or a clinician whom the Chief of Staff/Health Center Administrator appoints. Following the evaluation, 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 (six weeks or less) is required, the clinician will work with the Chief of Staff/Health Center Administrator and the Associate Dean of Chiropractic Clinical Education and Health Centers, or the Dean of Chiropractic to develop an accommodation plan for this student. (An example of this would be the student has a broken ankle).

- If an evaluation determines that a long term limitation (greater than six weeks) is required, the Dean of Chiropractic 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 Standards process can be found in the Academy for Academic Excellence and Student Success Handbook of Services and Procedures.) If an accommodation can be made, the Associate Dean of Chiropractic Clinical Education and Health Centers will work with the Dean of Chiropractic to develop the accommodation plan.

- In some circumstances, students may be eligible to receive accessibility services related to short or long term limitations. (The Accessibility Services Policy can be found in the Student Guide under AAESS.)

If the student wants to appeal a health clearance determination, it may be appealed to an ad hoc committee made up of the Associate Dean of Chiropractic Clinical Education and Health Centers, a Chiropractic Clinical Sciences faculty member and a Health Center Clinician appointed by the Dean of Chiropractic. 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 Academic Coordinator and the Clinic Director to the injury or illness immediately. A student who experiences a change in health status may be required by the Program Dean or a College official to meet with the Clinic Director or his/her designee, including Counseling Services, to perform a safety assessment to ensure that the student is able to participate in the NYCC coursework.

The Academic Coordinator and Clinic Director have 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 condition or injury that may lead to longer-term or permanent disability must provide appropriate documentation to the Dean and Clinic Director, who will forward the documentation for review to the Technical Standards Advisory 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 Manager 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 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. If a student is unable to participate in an academic activity by virtue of their religious beliefs and/or affiliation, it is the student’s responsibility to request a religious accommodation through the Academy for Academic Excellence and Student Success at the start of the trimester, or as soon as reasonably possible, as per the Religious Accommodation section of the Student Guide.

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 Monday through Friday, three times per day, 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; and

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 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 of Academic Affairs (EVPAA) 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 EVPAA (or his/her designee) within three class days following its receipt by student. Failure to do so constitutes a withdrawal of the appeal. The EVPAA 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 EVPAA 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 EVPAA, 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. 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 student must achieve a cumulative GPA of 1.5 or better in their first trimester.

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

- 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>Required minimum program pace percentages:</th>
</tr>
</thead>
<tbody>
<tr>
<td>35% during first trimester of enrollment</td>
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<tr>
<td>35% during second trimester of enrollment</td>
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<tr>
<td>50% during third trimester of enrollment</td>
</tr>
<tr>
<td>67% during fourth, and all subsequent, trimesters of enrollment</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 without an opportunity for further appeal.

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 Administrative 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 Administrative Director of Health Centers for review and decision by a committee comprised of Health Center Chiefs of Staff, Health Center Administrators, Associate Dean of Chiropractic Clinical Education and Health Centers, Administrative Director of Health
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. 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 Administrative 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 Postgraduate and Continuing Education Department 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 for 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. iPAD POLICY

This policy applies to all incoming first-trimester students of the Doctor of Chiropractic, Master of Science in Acupuncture, and Master of Science in Acupuncture and Oriental Medicine programs, as well as any students taking classes with this cohort (transfer, modified, or non-degree/matriculated students).

Aligning with our commitment to academic excellence, NYCC has implemented the use of advanced educational and assessment software (ExamSoft) across the entire curricula of the chiropractic and acupuncture & Oriental medicine programs. As such, all incoming students are required to purchase an iPad that meets or exceeds the minimum iPad specifications listed below. These requirements are subject to change without notice based on future upgrades to software applications.

Students may be required to use their iPads for laboratory exams. This scenario is used by many medical, chiropractic, and acupuncture schools. Protective bags will be distributed to the students upon entry into the lab and then discarded after the lab exam.

Students who deviate from the iPad requirement and therefore cannot participate in a specific course, complete a course assignment, or participate in the classroom where iPad use is expected, without additional effort on the part of the faculty or the College, will be assessed any academic penalty, including an absence for the day, as deemed appropriate by the course instructor.

iPad Requirements

- Hardware = iPad 3 and above, including iPad Air+ and iPad Pro.
- Operating System = iOS 8, iOS 9, iOS 10, and iOS 11. Only genuine versions of iOS are supported.
- 500 MB of free space required to commence an exam.
- iPad must not be Jailbroken.
- To receive support from ExamSoft, you must be able to connect the iPad to a computer with iTunes and IEExplorer installed.
- Internet connection for Examplify Download, Registration, Exam Download and Upload.
- In order to take an exam using Examplify, your institution must first enable this product and create exams that are compatible with your iPad.

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. NYCC faculty members are also developing educational technology to assist students in acquisition of motor skills that are necessary to become proficient in delivering spinal adjustments.

NYCC supports a core group of research faculty who conduct research on the neurophysiology of spinal manipulation, in vivo muscle properties, three-dimensional (3D) motion assessment of the spine, 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 study the basic properties of muscles
and nerves. 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. Research opportunities also exist in our master's programs.

### III. Library

**New York Chiropractic College Library Purpose Statement**

The Library advances the Mission, Vision, and Values of New York Chiropractic College by providing access to resources and services that foster the development of information literacy skills in support of research and lifelong learning by:

- developing and maintaining a relevant and authoritative collection of materials in print, electronic and other formats that supports the academic programs, the cultural heritage, and the research initiatives of the institution,
- providing an environment conducive to learning and the exchange of ideas,
- conveying our knowledge and skills in the advancement of information discovery.

### A. Hours of Operation

The Library is open the following hours (subject to change) 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. 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 consist of online journals and books on chiropractic, acupuncture and Oriental medicine, nutrition, anatomy, and other relevant medical subjects. Our print and hard copy materials include required and recommended textbooks, DVDs, radiographs, skeletal materials, microscopes, lab slides, CDs, and interactive multimedia. Of special interest is a collection of materia medica for use by students in the Oriental medicine program.

### C. Services

#### 1. Multipurpose Environment

The Library offers a dynamic environment for learning with group study rooms, quiet study areas, and the Library Commons, a student-centric area with comfortable seating, flexible workspace groupings to promote interaction and collaboration, computers, two large-screen TVs, and coffee and snack vending machines. The group study rooms and quiet study areas are located around the perimeter of the Library and upstairs in the Media Library; the Commons is in the center of the Library.

#### 2. Electronic Resources

Links to the NYCC Library’s databases, journal subscriptions, and online catalog may be found using
LibGuides at nycc.libguides.com/welcome or on the Library Webpage at www.nycc.edu/AcademicPrograms_Library.htm

Eligibility for access to online electronic resources is based upon the terms of publishers' licensing agreements, which limit off-campus access to current NYCC students, faculty, and staff. Those connecting to online electronic resources from off-campus must authenticate themselves by entering their D2L or Portal ID and password when prompted before access is allowed. It is strongly recommended that for off-campus access to these resources, use the Library link in D2L, the Portal, or at nycc.libguides.com/welcome. The Library staff is available to assist with searches.

A small number of iPads can be checked out to those who need to take tests using Examplify. They are available for a limited number of hours on a first-come, first-served basis. No reservations will be accepted and the availability of an iPad is not guaranteed. Overdue fines will be charged if the iPad and all accessories are not returned on time. Fees will be charged for repair or replacement if the iPad and/or accessories are returned damaged or are missing.

The Library also 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.

### 3. Reference

The Library provides reference and research assistance to students, faculty, and staff of NYCC. Librarians are available to assist you in the Library, through email, and by phone. Individuals who want one-on-one research assistance are welcome to drop in to the Reference Librarian’s office, located in Room 111 on the first floor of the Main Library, or make an appointment.

### 4. 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. Be advised that items may take up to two or more weeks to arrive. To place your request, use the forms found at the front desk in the Library, or use the online interlibrary loan form found at LibGuides http://nycc.libguides.com/welcome.

### 5. Circulation

Much of the Library material is in-house use, with a select group of books, DVDs and CDs available to circulate outside the Library. A valid NYCC ID card is required at all times to use reserve materials in-house or to charge out books and media materials. Required textbooks, selected heavily used journal titles, and Media items such as bones and radiographs are reserve materials to be used only in the Library for two-hour time periods. Print reserve materials are located at the Main circulation desk; reserve Media materials are available upstairs at the Media circulation desk. Reference materials are located in the hallway outside the Reference Librarian’s office.

There is a limit of ten books per borrower with two renewals allowed. The overdue fine for late return of books is 15 cents per day. There is a limit of two Media titles per borrower with no renewals. The overdue fine for late return of Media materials is $1 per day per item.

### 6. Printing

Computer printers and scanners are available on the main floor of the Library. From these you can email your scanned documents and you will use your GoPrint account to print. There is one photocopier by the Main circulation desk; the cost is 10 cents per page.

Please refer to the Library Handbook on the Library page at LibGuides www.nycc.libguides.com/welcome or on the Library Webpage at www.nycc.edu/AcademicPrograms_Library.htm 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. 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. Violators will be referred for disciplinary action.

4. **Student Portal**

All students are provided with secure access to personal admission and academic information through the Student Portal. Course information is also available through the Portal at the discretion of the instructors. Access to the 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, ExamSoft, and Desire2Learn learning management system (LMS) by contacting the Student Technology help desk by one of the following methods:

Phone (voice mail only): 315-568-3223
E-mail: helpdesk@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 315-568-3223, or e-mailing helpdesk@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 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

To support NYCC’s mission by assisting and empowering students to reach their highest educational potential and personal development 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; and
- providing quality assistance in the areas of advising, counseling, disabilities services, and tutoring.

B. TUTORING SERVICES

Small Group 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. Small Group Tutoring will meet a minimum of once per week through the 13th week of the trimester for DC students, and through the 14th week for AOM students. Tutors are assigned based on availability and academic need. Students must be enrolled in the course for which they are being tutored, and must fill out an application and receive appropriate faculty approval in order to be eligible for tutoring. Tutoring cannot be guaranteed for all classes, and no student can receive more than 10 hours of tutoring per week. Tutoring hours for a given course cannot exceed the number of contact hours per week in that course. Class and lab attendance, and attendance for 90% of all tutorial sessions are required for the student to continue with tutoring services. As determined by faculty feedback, students may be “bumped” when tutee slots are limited. Tutors may refer students to the AAESS Director for support regarding academic challenges. There will be no new tutor assignments after the 10th week of the trimester.

In order to secure a small group tutor, students must complete a tutor request form for each course and then obtain faculty signature. Forms are available in the AAESS office as well as on the student portal. All tutees are responsible to come prepared for their tutoring session by asking in-depth questions, answering tutor questions, and identifying and/or discussing concepts they do not yet understand. Tutees are also expected, within reason, to adhere to the tutor guidelines and expectations, including notifying their tutors of a cancellation six (6) hours in advance of the session.

Open Study Group Tutoring, available to all students and not requiring faculty approval, meets weekly in specific subject areas and is designed to support classroom lectures and assignments. A maximum of 12 students per session is allowed. Initial sign-up through AAESS is required.

ESL Tutoring. Students who speak English as a second language may be provided with ESL tutoring on a limited basis when qualified tutors are available.

Individual Tutoring is assigned by the AAESS Director, and is based on demonstrated student need. All requests for tutor changes must be approved by the AAESS Director.

C. LEARNING STRATEGIES

Students have the opportunity to meet individually with a learning consultant to review empirically based strategies designed to increase learning, maximize retention, and manage large volumes of information. Individual sessions and workshops are also provided to assist students with study strategies, exam preparation, test taking, motivation and self-regulation, stress management, and test anxiety.

D. ACCESSIBILITY SERVICES

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 disability-related services must do so through NYCC’s Academy for Academic Excellence and Student Success (AAESS), which serves students with all types of disabilities, including visual, mobility and hearing impairments, and learning and psychiatric disabilities. AAESS works with students on an individual basis to determine which, if any, accommodations, modifications, auxiliary aids and/or services would be most effective to help them achieve academic success. For the purposes of these Accommodation Procedures, NYCC will refer to 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, to include student narrative, 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.

Accommodations may be compromised 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 informed 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 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.

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 of Academic Affairs 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 of Academic Affairs 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 of Academic Affairs 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, Room L05
  - Phone: 315-568-3064

Inquiries regarding this Policy and all other disability-related issues should be directed to the Section 504/ADA Coordinator.

**E. RELIGIOUS ACCOMMODATION**

NYCC prohibits discrimination against any individual on the basis of religion. All students who hold religious beliefs that conflict with a policy, procedure, or another academic requirement are eligible to receive reasonable accommodation(s) unless an accommodation would compromise essential elements of the course, program, service, activity, or poses an undue burden.

Accommodations typically consist of reasonable change(s) in the academic environment that enable a student to practice or observe their religious belief. This may include, but is not limited to, dress and grooming requirements, and necessary modifications to a policy, procedure, or other academic requirement.

Students who plan any absences for religious observances, including time for prayer during scheduled courses or clinic time, and request to attend religious events or observe a religious holiday, should refer to the Academic Affairs section on Religious Observances of the NYCC Catalog and Student Guide for additional information. In most cases, students who elect to take time off from their scheduled academic activities, as permitted by the Religious Observances policy, are not required to request additional accommodations and do so within the constraints of the attendance requirements of each course. Any other requests for religious accommodation should follow the procedures outlined below.

**Procedures for a Religious Accommodation**

1. **Requesting a Religious Accommodation**

Any student may request a religious accommodation by completing the “Religious Accommodation Request Form” and submitting it to the Director of the Academy for Academic Excellence and Student Success (AAESS), who acts as a liaison between the student and the College in order to facilitate the process. The forms can be obtained on the NYCC student portal or in the AAESS office. The Director of AAESS will communicate with the appropriate program faculty and/or Dean to inform him/her of the request. All accommodation requests are evaluated on a case-by-case basis. A student may request a religious accommodation at any time during the student’s course of study, and multiple requests may be made as may be necessary or appropriate. The College understands that religious beliefs may change or evolve. The College requires, however, that a religious belief be sincerely held by the student. The College may request additional information or documentation from the student to support a religious accommodation request.

Accommodations are appropriate only in those situations where a student is unable to fulfill a sincerely held religious belief in a way that does not conflict with or require accommodation in a College course, program, service or activity.
If the College becomes aware that a student with a pending religious accommodation request or approved religious accommodation does not sincerely hold the religious belief, the College may deny or revoke the accommodation. If a student with an approved religious accommodation no longer believes it is necessary to fulfill their accommodation, the student is to notify AAESS. Intentional misrepresentation with respect to a religious accommodation request may subject the student to discipline pursuant to the Code of Student Conduct and Ethics.

2. Determining Eligibility

   Level 1: Faculty Request

   If the requested religious accommodation is specific to a single course, service, or activity, the Director of AAESS will communicate directly with the appropriate faculty member or program representative to inform him/her of the student’s religious accommodation request. The faculty has the authority to determine the feasibility of providing a reasonable accommodation for the course activities and requirements. This generally requires a conversation between the faculty member and the student. If a mutually acceptable solution can be found, the faculty member will send a written notification to the student, the Director of AAESS, and the program Dean to describe the approved accommodation process. If a mutually acceptable solution cannot be found, the faculty member will contact the program Dean and the Director of AAESS to advance the request to a Level 2 (see below).

   Level 2: Administrative Request

   If the requested religious accommodation is likely to impact multiple courses, services, or activities, or if a Level 1 accommodation request did not provide an acceptable resolution, the Director of AAESS will communicate directly with the program Dean who will perform an administrative evaluation of the request. The program Dean will determine the feasibility of accommodating the student’s request by consulting with the student, the Director of AAESS, and/or any implicated faculty members by examining the following:

   - The barriers resulting from the interaction between the religious belief or observance and the College course, program, service or activity;
   - Whether or not the essential elements of the course, program, service, or activity are compromised as a result of the stated religious need/belief;
   - Whether accommodations or modifications, would be effective to help the student fulfill the expectations of the program.

   Following the evaluation of the student’s request, a decision is rendered by the program Dean and is communicated to the student, the Director of AAESS, and any implicated faculty members, as follows:

   a. An accommodation is deemed appropriate. A written agreement between the student and Dean/Director/Faculty is produced, including a description of the type of accommodation to be provided.

   b. An accommodation is denied (see “Denial of Accommodation”).

3. Implementation

   Assuming a religious accommodation has been granted by the program Dean, the student, the director of AAESS, and any relevant faculty member will be provided with a letter that stipulates the accommodation to be provided. Faculty, when necessary, may be consulted for assistance in providing the necessary accommodation(s). Generally, the academic program will be responsible for making the necessary arrangements to meet this request. The College reserves the right to modify or revoke an approved accommodation request if the accommodation in a particular course, program, service or activity compromises an essential element of the College’s educational program or poses an undue burden.

4. Dispute Concerning Implementation of Approved Religious Accommodation

   Once an accommodation is approved by the Dean, the expectation is that the accommodation will be implemented. In the event that a student believes that an approved religious accommodation is not being implemented properly, or a faculty member believes that
the accommodation approved by Dean is not feasible or is inconsistent with the course objectives, then the following procedures apply to these situations:

a. If a student believes that an approved accommodation is not being implemented properly, the student should contact the Director of AAESS who will notify the program Dean. If a faculty member questions the propriety of an approved accommodation, the faculty member should contact the program Dean.

b. The program Dean will meet with the student, the Director of AAESS, and the faculty member to resolve the issue. If a mutually acceptable solution cannot be found, the Program Dean will make a determination in writing as to the procedure for proper implementation of the religious accommodation.

c. 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 of Academic Affairs (see 5. Denial of Accommodation).

5. Denial of Accommodation

The student may appeal the decision from the program Dean regarding the eligibility to receive religious accommodation or the implementation of the religious accommodation by filing a written request for review with the Executive Vice President of Academic Affairs within seven (7) calendar days after receipt of the Dean’s decision.

The Executive Vice President of Academic Affairs or his/her designee will review all information in the case file and may gather additional information from the student, the faculty members, the Dean or program Director, the Director of Academic Services, and the Director of AAESS. The Executive Vice President of Academic Affairs or his/her designee will then 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 final.

No student who submits an accommodation request or appeal in good faith under this policy shall be subject to retaliation, intimidation, discrimination, or harassment as a result of such submission or filing.

F. 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.

G. Counseling Services

The goal of Counseling Services is to facilitate and promote the well-being, personal growth, mental health, and academic success of currently enrolled students within a safe and confidential environment. Counseling is also available to faculty and staff, and covers a broad range of concerns including personal, relationship, and mental health issues. Services are available for short-term counseling, crisis intervention, and psychotherapy (limited sessions for faculty and staff). Referrals may be made to outside therapists and services as needed or requested.

Counseling services at NYCC are strictly confidential. Services are not mandated, with an exception for psychiatric crises and emergencies. Information about counseling is excluded by law from a student’s academic record. Appointments can be made by contacting the AAESS office or by emailing Counseling Services at counseling@nycc.edu. For more information, please refer to the AAESS Handbook and the Counseling Policies and Procedures Manual.
VI. 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.

Students are expected to provide accurate addresses during registration and to complete an address change form in the event of any changes during the program.

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, and degree(s) conferred (including dates).

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.

VII. Code of Student Conduct & Ethics

PREAMBLE

The faculty and administration of New York Chiropractic College (NYCC) take enormous pride in educating our students. In order for students to complete their studies successfully and graduate, the College must assess their knowledge of subject matter presented. Such assessments occur through written, oral and/or practical examinations, 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 contribute to and support professionalism and integrity at all times. 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 professional career. Students 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, 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 Panel will not excuse a lack of awareness or understanding of what constitutes academic dishonesty and/or appropriate conduct.

A. DEFINITIONS

Assistant Judicial Officer means a College faculty or staff member appointed by the Executive Vice President of Academic Affairs to assist the Judicial Officer. In appropriate cases, the Assistant Judicial Officer may conduct the investigation of charges, and conduct Administrative Hearings when designated by the Judicial Officer.

Appropriate Judicial Panel shall mean that Judicial Panel empaneled and authorized to make findings relating to the accused.

College or NYCC means New York Chiropractic College.

College official includes any person employed by the College having assigned administrative or professional responsibilities.

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).

Complainant is an individual who brings charges against a student.

Faculty member means any person hired by the College to conduct and/or supervise classroom, laboratory, health center, online courses or research activities, and as defined by the Faculty Handbook.

Judicial Administrative Support will provide administrative support which will include working with the Judicial Officer to set meetings, communicate to all parties, prepare reports, filing, etc.

Judicial Advocate is a person appointed by the Executive Vice President of Academic Affairs who will assist the accused by explaining the judicial process. In cases
involving sexual misconduct, dating violence, domestic violence or stalking, a Judicial Advocate will also be appointed to assist the individual bringing the charges unless that person is a member of the College administration. The Judicial Advocate may recuse self if they cannot provide support without bias. Instances where a conflict exists preventing an individual from serving as Judicial Advocate include being an investigator for the case under judicial review; where the advocate is the individual who reported the incident; or where the individual is expected to participate as a witness.

Judicial Observer means a College faculty or staff member(s) designated and identified by the Judicial Officer to be present in a non-participative fashion and seated in a separate location to observe the proceedings for training purposes. These individuals are selected from the Judicial Panel Standing Committee. The Faculty Senate may recommend one individual, who may or may not be on the Judicial Panel Standing Committee, to also serve as a Judicial Observer through approval of the Judicial Officer. Each observer shall commit to maintaining confidentiality of the procedures in order to be selected.

Judicial Officer means a full time College faculty member designated and identified to the College community by the Executive Vice President of Academic Affairs.

Judicial Panel means the persons authorized by the Executive Vice President of Academic Affairs to determine whether a student has violated the Code of Student Conduct and Code of Ethics. The Judicial Panel shall consist of the Judicial Officer, who shall serve as a nonvoting process facilitator; two faculty members of the college, two students, and one staff member. All panel members are chosen from the Judicial Committee by the Executive Vice President of Academic Affairs and Judicial Officer. Students do not sit on panels convened to hear cases involving allegations of sexual harassment, sexual misconduct, dating violence, domestic violence or stalking. In cases involving allegations of sexual harassment, sexual misconduct, dating violence, domestic violence or stalking, the Executive Vice President of Academic Affairs and Judicial Officer will appoint two faculty members, two staff members, and two other non-student members of the College community. In cases involving allegations of sexual misconduct, domestic violence, dating violence and stalking, the panel members will be selected from the Standing Judicial Committee. No voting member shall be selected for the panel where their prior dealings or relationship with the accused student is likely to preclude a fair and unbiased hearing.

May is used in the permissive sense.

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.

Organization means any number of persons who have complied with the formal requirements for College recognition.

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 License Agreement, individual department policy and procedure manuals, and other College policy statements approved by the College President or his designee.

Sexual misconduct is as defined in the College’s Discrimination, Harassment and Sexual Misconduct Prevention Policy.

Shall is used in the imperative sense.

Staff member means any person hired by the College other than faculty members and academic administrators.

Standing Judicial Committee is a cadre of individuals that have ongoing training for the purpose of serving on a Judicial Panel and providing input for revisions to the Code of Student Conduct and Ethics. Panel members will receive annual training concerning pertinent issues, including sexual misconduct, domestic violence, dating violence and stalking, organized by the Judicial Officer. The Judicial Panel is authorized by the Executive Vice President of Academic Affairs to determine whether a student has violated the Code of Student Conduct and Ethics and, if so, to determine sanctions, as outlined in the committee charge.

Student includes all persons taking courses at the College – full time, part time, and non-matriculated – 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.

*Student Code* shall mean this Code of Student Conduct and Ethics.

*Working day* shall mean any day that the College is in session, whether or not classes are held on that day.

**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 mission.

The Judicial Officer is responsible for the process related to the hearing and suspected violations of the Student Code, acting under the authority of the Executive Vice President of Academic Affairs.

Any member of the College community may propose 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. Proposed changes may or may not be acted upon and are subject to Academic Policy Committee procedures and legal review.

Decisions made by a Judicial Panel shall be final, pending the normal appeal process.

The action of a Judicial Panel will be a function through the Office of the Executive Vice President of Academic Affairs. All files will be stored under the authority of the Office of the Executive Vice President of Academic Affairs. Results will be shared with the appropriate stakeholders.

**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 (communicated in any form, including any conduct related to a bias/hate crime).
7. 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.
8. 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.
9. 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.
10. 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.
11. Violation of published College policies, rules or regulations.

12. Violation of federal, state or local law on College premises or at College-sponsored or -supervised activities.

13. Use, possession or distribution of narcotic or other controlled substances except as expressly permitted by law.

14. Use, possession or distribution of alcoholic beverages, intoxicants or medications except as expressly permitted by the law and College regulations; public intoxication, or conviction of DUI or similar charge.

15. Illegal or unauthorized possession of firearms, explosives, other weapons, or dangerous chemicals on College premises.

16. 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.

17. Obstruction of the free flow of pedestrian or vehicular traffic on College premises or at College-sponsored or -supervised functions.

18. 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.

19. 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.

20. Unauthorized use of another’s intellectual property.

21. 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 Panel or College official;
   b. falsification, distortion, or misrepresentation of information before a Judicial Panel;
   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 Panel prior to, and/or during the course of, the judicial proceeding;
   g. harassment (verbal, physical, or electronic) and/or intimidation of a member of a Judicial Panel 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.

22. 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 student's chosen profession, or an act of disrespect directed
toward the faculty, other members of the College community, or the human subjects of study or treatment.

23. Unprofessional conduct related to the student’s activities outside the classroom that results in civil sanctions must be immediately self-reported to the Judicial Officer. Failure to self-report could result in additional charges.

24. Violation of any College or housing agreement policies.

D. CODE OF CONDUCT AND 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 Conduct and Ethics to the proper authorities. I understand that students who suspect or witness violations of the Code of Conduct and Ethics are morally obligated to report the suspected dishonesty to a College official.”

Discussions on ethical issues are integrated into student course work throughout the curricula.

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 student’s chosen profession, 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 clinical service phases 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.

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 Panel 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 PREHEARING PROCEDURES

Any member of the College community may file charges against any student for violations of the Student Code. Charges submitted by a member of the College community must be submitted in writing to the Judicial Officer. Any charge should be submitted as soon as possible after the alleged event takes place, but there is no time limit for the reporting of allegations or for the College to file charges.

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. If unresolved, the faculty member, in the presence of 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, and if the student accepts the failing grade as the sanction, the faculty member shall have the authority to impose the sanction subject to the approval of the appropriate Dean/Director. If the sanction is not so limited, or the student refuses to accept the failing grade, or the student has previously been found to have violated the Code of Ethics pursuant to an action administered through judicial action under the Student Code, 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/Director of such action.

Upon receiving a charge, the Judicial Officer will immediately notify the Executive Vice President of Academic Affairs. The Executive Vice President of Academic Affairs may choose for the Judicial Officer or another College administrator or other appropriate person(s) to conduct the investigation of the charges.

If the charges are supported and can be disposed of administratively by mutual consent of the parties involved on a basis acceptable to the Judicial Officer and Executive Vice President of Academic Affairs, then such disposition shall be final and there shall be no subsequent proceedings.
If the charges are not admitted, or cannot be disposed of by mutual consent, or if the student has previously been found to have violated the Student Code, the Judicial Officer shall present the case in writing to the Judicial Panel alleging violation of the Student Code. Those who participate in the judicial process are to exercise utmost discretion and confidentiality in their disclosure of matters relating to a judicial action.

The accused will be offered the opportunity to confer with a person appointed by the Executive Vice President of Academic Affairs 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 meetings between the Judicial Officer and the accused as well as at hearings, if requested by the accused, to serve only as an advisor to the accused. Communications made by the accused to the Advocate are neither privileged nor protected by confidentiality. The Advocate will be notified by the Judicial Officer of the charges.

In cases involving allegations of sexual misconduct, dating violence, domestic violence or stalking, an Advocate will also be appointed to provide similar assistance and support to the complainant, including during the hearing itself.

In cases involving allegations of sexual misconduct, dating violence, domestic violence or stalking, the complainant and the accused may opt to have a person other than or in addition to the appointed Advocate to act as the party’s advisor of choice. Further, in cases of sexual misconduct, dating violence, domestic violence and stalking, the accused and the complainant have the right to have evidence of their sexual histories other than with the other party excluded at hearing held to determine responsibility for the alleged violation.

If, at any point, evidence is presented to the Judicial Officer demonstrating conclusively that the accused is not culpable and that any further processing of the charge(s) is unwarranted, the Judicial Officer will present this information to the Executive Vice President of Academic Affairs, who may dismiss the charge(s) and the complainant and the accused shall be informed of the dismissal in writing.

The formal statement of charges shall inform an accused student in writing of the charges, support for the charges, range of sanctions available, and the following rights:

1. To an expeditious hearing;
2. To be informed in writing of the procedures to be followed in the hearing as specified under Student Code provision, J. “Hearings,” herein;
3. To bring an advisor to the hearing;
4. To bring witnesses, but only those who have facts bearing on the case;
5. To ask questions of any witnesses who personally participate in 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.

In cases involving sexual misconduct, dating violence, domestic violence or stalking, the complainant is afforded these rights as well. Further, in cases of sexual misconduct, dating violence, domestic violence and stalking, the accused and the complainant have the right to have evidence of their sexual histories other than with the other party excluded at hearing held to determine responsibility for the alleged violation.

Where a hearing is to be held, in conjunction with the Executive Vice President of Academic Affairs, the Judicial Officer shall appoint a Judicial Panel to hear a judicial case and shall notify the parties of the appointments and the time and place of the hearing. Any member of the Judicial Panel 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 or the complainant may request that the Judicial Officer seek disqualification of any member of the Judicial Panel where the party believes a conflict of interest exists that would preclude a fair hearing. The accused or complainant must present to the Judicial Officer a written explanation as to the nature of the alleged conflict of interest. Anyone may alert the Executive Vice President of Academic Affairs if they believe there exists a conflict of interest involving any participant in a judicial action that would preclude a fair hearing. A request for disqualification must be made within three (3) days before the hearing date. The Executive Vice President of Academic Affairs will have final authority to determine disqualification from participation in any judicial proceeding.
Where it appears that a material witness will not be available to participate at a hearing, the complainant, accused or the Judicial Officer may attempt to obtain a recorded or written statement from the witness to be furnished at the hearing. Further, in appropriate cases, the Judicial Officer may allow the complainant, the accused, a judicial panel member, or a witness to participate in the hearing via conference call, Skype, or other means.

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 Judicial Officer or designee under the following conditions:

1. The student had not previously been found to have violated the Student Code pursuant to an action administered through judicial action under the Student Code;
2. The accused student waives the right to a Judicial Panel review;
3. The accused student admits all violations 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 of Academic Affairs and the Judicial Officer will decide whether to approve a request for an administrative hearing. A decision by the Executive Vice President of Academic Affairs and Judicial Officer to deny an administrative hearing may not be appealed. Only the accused student, the complainant, the Judicial Officer, and any other persons deemed by the Judicial Officer to have appropriate standing in the case may take part in an administrative hearing.

The accused student and the complainant will have an opportunity to be heard. These meetings will occur separately. The Judicial Officer will inform the parties involved of the sanction(s) the Judicial Officer intends to impose. If the parties involved accept the sanction(s), the sanction(s) will be imposed and the judicial process concluded with no opportunity for appeal. If the parties involved decline to accept the sanction(s), the question of appropriate sanction(s) will be referred to a Judicial Panel.

I. INTERIM SUSPENSION

In certain circumstances, the Executive Vice President of Academic Affairs or designee may impose a College or residence hall suspension prior to a Judicial Panel hearing, administrative hearing or other administrative action to resolve the situation. Interim suspension may be imposed to ensure the safety and well-being of members of the College community or preservation of College property; to ensure the student’s own physical or emotional safety and well-being; or if the student poses a 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), college clinics, sites where the college has internship affiliations, and/or all other College activities or privileges for which the student might otherwise be eligible, as the Executive Vice President of Academic Affairs or designee may determine to be appropriate.

J. JUDICIAL PANEL HEARINGS

Judicial Panel hearings shall be conducted by a Judicial Panel according to the following guidelines:

The Judicial Officer shall convene the Judicial Panel for a hearing to be held expeditiously, generally not fewer than five or more than ten working days following the delivery of a written charge to the accused. Maximum time limits for notifications and the scheduling of hearings may be extended at the discretion of the Executive Vice President of Academic Affairs. The accused or complainant is to provide reasons supporting any request for altering the time limits.

After the College’s investigation is completed, the accused and the complainant will be allowed access to the documentation if the party requests. 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 and the testimony they
will provide. 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. Any witnesses brought to testify should be identified by the complainant along with the testimony they will provide at least one working day before a hearing. Should the accused student fail to appear at the hearing, the Judicial Panel has the authority to hear the case without the accused’s attendance or participation. Similarly, the Judicial Panel has the authority to hear a case without the complainant’s attendance or participation. Except in the case of an accused student charged with failing to obey the summons of a Judicial Panel 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 Panel. In all cases, the evidence in support of the charges shall be presented and considered.

If the case does not qualify for an administrative hearing and the student admits guilt to all charges, a Judicial Panel may convene to make recommendations on sanctions. The accused and the complainant are not required to be present but will be allowed to be heard.

All hearings of the Judicial Panel 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 may recommend to the Executive Vice President of Academic Affairs that the hearings be conducted concurrently. In cases involving multiple allegations, all allegations will be heard together by the same Panel, unless the Judicial Officer decides otherwise.

In cases involving sexual misconduct allegations in addition to other allegations, the Judicial Officer may decide that the same Panel will hear all allegations even though such a Panel will not include a student member.

The complainant and the accused have the right to be assisted by an advisor of the party’s choice (in addition to the Judicial Advocate). 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 Panel.

In cases involving allegations of sexual misconduct, dating violence, domestic violence, or stalking, the accused and the complainant need not request approval to be assisted by an attorney, as such approval is deemed automatic. Advisors are not permitted to make statements, arguments or objections or otherwise participate directly in any hearing before a Judicial Panel without the consent of the Judicial Officer. An advisor’s role is to consult quietly with the party. An advisor who fails to adhere to these rules or is disruptive to the proceeding will be required to leave, and the proceeding will continue without an opportunity for the party to seek a new advisor.

The hearing will be audio recorded. The record and recording shall be the property of the College and may be made available to others as, and in such manner and as deemed appropriate by the Judicial Officer. The audio recording will be maintained for at least five years.

The Judicial Officer ensures that all the material is made available to the Judicial Panel members (at least 24 hours prior to the scheduled hearing). The Judicial Officer works with the Judicial Administrative Support person to set the date and time.

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 Judicial Officer will make decisions with respect to the conduct of the hearing, the order of witnesses, the introduction of evidence and testimony, and any procedural issue. Formal rules of evidence do not apply, and the Judicial Officer may allow or exclude any evidence or testimony he/she deems irrelevant, incompetent, or otherwise unnecessary or inappropriate.

The accused student and complainant(s) may be present during the presentation of all testimony except that a complainant may be excluded for parts of the hearing concerning charges, if any, unrelated to the complainant.

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 Panel and they have had appropriate time to review prior to the start of the hearing. The hearing shall consider only those charges in the written statement; new charges may not be introduced during the hearing. In the event the accused has previously been found to have violated the Code of Ethics pursuant to an action administered through judicial action under the Student Code, the Judicial Officer will determine if the fact of or certain details concerning the prior violation(s) are relevant to the Judicial Panel’s consideration as to whether the student is responsible for the present alleged violations. If so, the accused student will be provided advance notice of the Judicial Officer’s intent to allow the introduction of such evidence, and the accused student will be granted the opportunity to explain why such evidence should not be introduced. The Judicial Officer will notify the accused student at least one (1) day before the hearing as to his/her decision.

In sexual harassment, sexual misconduct, domestic violence, dating violence, and stalking cases, the Judicial Officer will provide the same notice and opportunity to be heard to the complainant. If a student is found responsible for the present allegation(s), the Judicial Officer will introduce prior violations when the Panel is considering appropriate sanctions, and the accused student is due no advance notice if the prior violations are introduced only in the sanctioning phase.

The complainant and the accused shall present witnesses subject to the right of cross-examination by the other party and by the Judicial Panel.

In appropriate cases, such as sexual misconduct, dating violence, domestic violence and stalking cases, the Judicial Officer may require that questioning, including cross-examination questions, be conducted through the Judicial Officer, and the Judicial Officer will decide whether to pose the question to the party or witness. 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 Panel 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 Panel at the discretion of the Judicial Officer. In sexual misconduct, dating violence, domestic violence or stalking cases, testimony and evidence concerning either party’s past sexual history with any person other than the other party is inadmissible.

The individual(s) filing judicial charges shall expeditiously present their case, witness testimony, documentation and other evidence. Panel members and the accused may ask questions to clarify a statement.

The accused student shall expeditiously present their defense, including appropriate witnesses, documentation and other evidence. Panel members and the complainant may ask questions to clarify a statement.

The individual(s) filing judicial charges may expeditiously offer evidence or testimony in rebuttal subject to questions by the accused and panel members.

The accused student may expeditiously offer evidence or testimony in rebuttal subject to questions by the accused and panel members.

The complainant and the accused student shall have opportunity to make closing statements, neither to exceed 10 minutes in length.

Following presentation of evidence, the hearing will be closed and everyone except members of the Judicial Panel shall be dismissed.

The Judicial Panel shall determine culpability and, within two working days following the conclusion of the hearing, shall conclude deliberations, decide by majority vote whether it is more likely than not the accused committed violations of the Student Code, and identify which provisions of the Code were violated. In cases where the accused student has admitted culpability, the Judicial Panel’s deliberations will be limited to appropriate sanction(s).

If the Judicial Panel determines that an accused student violated the Student Code, evidence of prior disciplinary action against the accused shall be entered into the deliberations by the Judicial Officer. The Judicial Panel may request suggestions from the accused or complainant regarding appropriate sanctions and will recommend any sanction(s) by majority vote. Upon conclusion of a hearing, the Judicial Officer will prepare a written statement containing the Judicial Panel’s decision as to culpability and sanction(s), if any, as well as a brief rationale for the decision and sanction(s), if any, and this will be provided to the accused student.
The complainant will also be notified of the outcome of the hearing.

In sexual misconduct, dating violence, domestic violence and stalking cases, the decision will also include factual findings.

In sexual harassment, sexual misconduct, dating violence, domestic violence, and stalking cases, the complainant will be informed in writing of the Judicial Panel’s findings and sanction(s) at the same time the accused is informed.

In other cases, the complainant and other participants may be informed as to the outcome, only to the extent permitted by law.

Deliberations of the Judicial Panel 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, Title IX Coordinator, other compliance officials or agencies, Executive Vice President of Academic Affairs, President, or another member of the Judicial Panel that heard the case. The Judicial Officer may recommend to the Executive Vice President of Academic Affairs that any member violating this provision may be dismissed from current or any subsequent Judicial Panels, and an appropriate replacement member will be identified through the normal Judicial Panel selection process. In addition, further action may be taken by the participant’s supervisor (faculty and staff) or if a student, this may be considered a violation of the Student Code.

K. SANCTIONS

Code of Student Conduct. The following sanctions may be recommended by the Judicial Panel and imposed by the Executive Vice President of Academic Affairs 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 the Student Code, 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 of Academic Affairs, 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 of Academic Affairs shall rule whether a violation has occurred and will assess sanction(s) he deems appropriate under the facts and circumstances, and that may include dismissal. The Executive Vice President of Academic Affairs’ 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.

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 Judicial Panel and imposed by the Executive Vice President of Academic Affairs upon any student found to have violated the Code of Ethics:
A student may be required to complete community service and/or an educational assignment deemed relevant to the specifics of the case.

Removal from the course; assignment of a grade, academic suspension or dismissal from the College, or other appropriate sanctions consistent with the nature of the violation.

Written records of Judicial and Administrative Hearing proceedings shall be kept in the Executive Vice President of Academic Affairs’ office so long as the student matriculates and as long thereafter as the Executive Vice President of Academic Affairs deems appropriate.

The following sanctions may be imposed upon College groups or organizations:

1. Those sanctions listed above in Section K;
2. 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 and which threat or disruption cannot be mitigated via reasonable means.

L. REQUEST FOR AN APPEAL

Within three days of being notified of the Judicial Panel’s decision, the accused, and in sexual misconduct cases, dating violence, domestic violence, or stalking also the complainant, may file a written appeal to the Executive Vice President of Academic Affairs. The grounds for appeal shall be limited to review of the record for one or more of the following purposes:

1. 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 and complainant a reasonable opportunity to prepare and to present testimony and evidence;
2. To determine whether the decision reached regarding whether the accused student is responsible or not responsible for the alleged violation was based on a preponderance of the evidence, that is, whether the facts in the case were sufficient to establish that it was more likely than not that a violation of the Student Code occurred;
3. To determine if the sanction imposed was appropriate;
4. To consider new evidence sufficient to alter a decision or other relevant facts not brought out in the original hearing but only if such evidence and/or facts were not known to the person appealing at the time of the original hearing and could not have been discovered through reasonable efforts.

The Executive Vice President of Academic Affairs will be the sole decision-maker on appeal except in cases of sexual misconduct, dating violence, domestic violence and stalking, in which case a panel consisting of the Executive Vice President of Academic Affairs and two members of the Judicial Standing Committee appointed by the President will decide the appeal. No member of the Appeal Panel will have a conflict of interest. The decision on appeal may:

1. Uphold the original decision;
2. Remand the case to the same or a newly appointed Judicial Panel for a new hearing or a reconsideration of particular issue(s);
3. Modify the decision and/or sanction.

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. An appellate decision to uphold the decision or modify the decision and/or sanction is final.

M. RECORDS

The record of a Judicial Panel case shall consist of the written statement of the charges, written response by an accused, documentary evidence introduced and accepted by the Judicial Officer in the course of the hearing (including statements taken as part of a pre-hearing investigation), audio recording, any prepared summary by the Judicial Officer of the Judicial Panel’s actions, the
letter from the Judicial Officer informing of the Judicial Panel’s findings and sanction(s). This record will be filed under the authorization of the Executive Vice President of Academic Affairs.

The record of an appeal shall consist of the letter of appeal, written statements from the complainant and accused, documentary evidence introduced and accepted by the Judicial Officer in the course of the hearing (including statements taken as part of a pre-hearing investigation), the recording of the proceeding, and the Judicial Panel’s letter of findings and sanction(s). This record shall be appended to the written record of the original disciplinary action.

All records concerning a disciplinary proceeding will be maintained for at least five (5) years under the authorization of the Executive Vice President of Academic Affairs in a secure location, with access provided only to those with a legitimate right and need to know. Access will be granted to the accused and complainant to the extent permitted by law.

At the beginning of each trimester, or when appropriate, the Executive Vice President of Academic Affairs will provide reports to the faculty and Student Government Association of judicial outcomes. The report will not disclose names.

For those crimes of violence that NYCC is required by federal law to include in its Annual Security Report, the transcripts of students found responsible after a hearing and appeal, if any, shall include the following notation:

- Suspended after a finding of responsibility for a Code of Conduct violation; or
- Expelled after a finding of responsibility for a Code of Conduct violation; or
- Withdrew with conduct charges pending (please note that NYCC reserves the right to disallow withdrawal while conduct charges are pending).

One (1) year after the conclusion of a suspension, a student may submit a request to the President that the transcript notation for a suspension be removed from the transcript. Transcript notations noting that a student’s status is expelled will not be removed.

N. INTERPRETATION AND REVIEW

The Judicial Officer may be consulted regarding interpretation of the Student Code.

Revisions to the Student Code will go before the Academic Policy Committee. Final approval of Code revisions will be made by the College President and Executive Vice President of Academic Affairs.

The Judicial Officer, Executive Vice President of Academic Affairs, President or other College official may designate his/her authority to another appropriate person.

VIII. Discrimination, Harassment and Sexual Misconduct Prevention Policy

New York Chiropractic College (NYCC) is a professional community devoted to the study, teaching, and practice of healing arts. Acts of discrimination, harassment, sexual assault, dating violence, domestic violence and stalking are antithetical to NYCC’s mission and values and will not be tolerated. This policy is intended to educate the NYCC community about these issues and thereby to prevent such incidents from occurring and also explain the way in which NYCC will respond to incidents in the event they occur.

A. SCOPE OF POLICY

This policy applies to all students, faculty and staff of NYCC. This policy applies to interactions between members of NYCC on campus or off campus in connection with any NYCC-sponsored program or activity. Further, even off-campus conduct that occurs outside an NYCC-sponsored program or activity may violate this policy if the conduct creates a threatening or uncomfortable work or learning environment on NYCC’s campus or within an NYCC program, or if the incident causes concern for the safety or security of NYCC’s campus. Visitors to campus (e.g., alumni, family of students, vendors, etc.) are expected to abide by the behavioral expectations in this policy.
B DEFINITIONS

a. Discrimination

NYCC defines discrimination as an educational or employment-related decision that disadvantages a person that occurs because of the affected individual’s race, color, religion, ethnic or national origin, gender, age, disability, predisposing genetic characteristics, sexual orientation, gender identity, gender expression, military or veteran’s status, marital status, or any other characteristic protected by applicable law.

This policy does not apply to decisions relating to requests for reasonable accommodation due to a disability. Academic disability accommodations are handled by the Academy for Academic Excellence and Student Success (AAESS) office and pursuant to that office’s policies. Work-related disability accommodations are handled by the Human Resources Office and pursuant to that office’s policies.

b. Harassment

NYCC defines harassment as unwelcome, offensive conduct that occurs on the basis of race, color, religion, ethnic or national origin, gender, age, disability, predisposing genetic characteristics, sexual orientation, gender identity, gender expression, military or veteran’s status, marital status, or any other characteristic protected by applicable law. Whether harassment has occurred in violation of this policy depends on a consideration of all the circumstances, including the severity of the incident(s), whether the conduct was repeated, whether it was threatening or merely annoying, and the context in which the incident or interaction occurred.

Harassment may be verbal, visual, physical, or written in electronic or print form. Merely by way of illustration, harassing acts may include racial, ethnic or religious slurs; name-calling that demeans on the basis of gender, age, disability, sexual orientation or gender identity; unwanted or unwelcome touching of a person; physically harming or threatening another due to racial or religious animosity; vulgar pictures or ethnically offensive symbols or writings; or gestures that mimic or mock a person’s gender, sexual orientation, disability, race or age. Sexual harassment is one form of harassment. Sexual harassment may consist of sexually charged comments or conduct, including sexually lewd conversation or pictures; repeated, unwelcome requests for dates or romantic interaction; unwelcome physical affection (such as hugs or kisses) or intentional touching of the legs, back, or shoulders.

The fact that a person was personally offended by a statement or incident does not alone constitute a violation of this policy. The determination is based on a “reasonable person” standard and takes into account the totality of the circumstances. NYCC considers the context of a communication or incident, the relationship of the individuals involved in the communication or incident, whether an incident was an isolated incident or part of a broader pattern or course of offensive conduct, the seriousness of the incident, the intent of the individual who engaged in the allegedly offensive conduct, and its effect or impact on the individual and the learning community.

In all instances, a key factor is whether the complained-of behavior occurred because of one of the protected characteristics listed here. If it did not, the behavior is not regulated by this policy. Nevertheless, NYCC reserves the right to discipline conduct that offends based on a protected characteristic even if the situation does not rise to the level of severity or pervasiveness to violate applicable law.

c. Non-Consensual Sexual Conduct

NYCC expects that any sexual activity or contact will be based on mutual affirmative consent to the specific sexual activity. All references to consent in this policy will mean affirmative consent as defined in this policy.

Affirmative consent is a knowing, voluntary, and mutual decision among all participants to engage in sexual activity. Consent can be given by words or actions, as long as those words or actions create clear permission regarding willingness to engage in the sexual activity. Silence or lack of resistance, in and of itself, does not demonstrate consent. The definition of consent does not vary based upon a participant’s sex, sexual orientation, gender identity, or gender expression.

Consent is free and informed permission. Consent can be given by word or action. Consent given verbally is evidenced by affirmative agreement to engage in specific sexual activity. Consent through action is free and willing active participation in the specific sexual activity. Past consent to sexual activity does not mean consent to the same sexual activity in the future. Consent to any sexual act does not necessarily constitute consent to some other
sexual act. Consent can be withdrawn at any time, and, if so, the sexual activity must cease. Similarly, if a person becomes unable to consent (as for example due to incapacitation from drugs or alcohol), there is no longer affirmative consent, and the sexual activity must cease.

Certain conditions prevent a person from being able to consent. These conditions include being asleep, unconscious, physically or mentally helpless, disoriented or unable to understand what is happening for any reason, including due to alcohol or drugs, or is under the age of 17. A person will be considered unable to give consent if he or she lacks the ability to knowingly choose to participate in sexual activity. A person who is under the influence of alcohol or drugs is not relieved of his or her responsibility to ensure that he or she has the other person’s affirmative consent and/or to have appreciated another’s incapacity to consent.

Sexual activity as the result of coercion or force is non-consensual. Coercion is a threat or intimidation to engage in sexual activity.

Sexual relationships between faculty and students and staff and students are problematic due to the inherent power differential. Therefore, sexual or romantic relationships between faculty and students and between staff and students are strongly discouraged.

Any non-consensual sexual activity or contact violates this policy. This policy further categorizes sexual offenses into the following:

Sexual Assault is an act that is either Non-Consensual Sexual Contact or Non-Consensual Sexual Intercourse.

a. Non-Consensual Sexual Contact: Any intentional touching, however slight, for purposes of sexual gratification or with sexual intent, with an object or private bodily part, by a person upon another person that is without consent.

b. Non-Consensual Sexual Intercourse: Sexual assaults of this type can be sub-defined by the following:

   i. Rape: The penetration, no matter how slight, of the vagina or anus with any body part or object, or oral penetration by a sex organ of another person, forcibly or without consent or where the victim is incapable of consent due to mental or physical incapacity.

   ii. Statutory Rape: Non-forcible sexual intercourse with a person who is under the statutory age of consent. In New York, the statutory age of consent is 17 years old.

c. Sexual Exploitation: When one takes non-consensual sexual advantage of another. Examples of sexual exploitation include but are not limited to observing or recording others engaged in sexual or private activity (such as undressing or showering) without the consent of all involved; or taking intimate pictures of another but then distributing the pictures to others without the photographed person’s consent; or exposing one’s genitals in non-consensual circumstances; or having sex while knowingly infected with a transmissible disease and not informing one’s sexual partner.

Sexual misconduct is a term used in this policy to refer collectively to any act of sexual assault or sexual exploitation.

Sexual misconduct may occur between members of the same or opposite sex and in heterosexual and homosexual relationships.

d. Dating Violence

Refers to violence (hitting, punching, kicking, etc.) or the threat of such abuse committed by a person who is or has been in a social relationship of a romantic or intimate nature with the victim.

e. Stalking

Engaging in a course of conduct directed at a specific person that would cause a reasonable person to fear for his or her safety or the safety of others; or suffer substantial emotional distress. Stalking behavior includes but is not limited to repeated, intentional following or observing another; or using “spyware” or other electronic means to gain impermissible access to a person’s private information.
f. Domestic Violence

Physical violence between spouses or former spouses, cohabitating romantic partners or former cohabiting romantic partners, individuals who share a child in common, who are similarly situated to spouses, or others in a domestic relationship protected by the family or domestic laws of the jurisdiction in which the violence occurs.

C. Support for Those Affected

Any College community member who has been affected by a violation of this policy has the right to make a report to Campus Security, local law enforcement, and/or state police or choose not to report; to report the incident to the College; to be protected by the College from retaliation for reporting an incident; and to receive assistance and resources from the College. A Students’ Bill of Rights for cases involving sexual assault, domestic violence, dating violence or stalking is found at the end of this policy.

1. Confidential Resources

A victim or other person affected, including an accused student, is encouraged to seek support for his/her emotional and physical needs. A person seeking confidential emotional or health care may contact the following resources for services that are available to students free of charge:

- NYCC Counseling Services 315-568-3064 counseling@nycc.edu
- FLH Medical, P.C. 315-539-4025
- Safe Harbors of the Finger Lakes Hotline 800-247-7273 Office 315-568-4200
- F.F. Thompson Hospital (SAFE Nurse*) 585-396-6000
- Domestic Violence Hotline (Ontario/Seneca County) 800-695-0390
- Clifton Springs Hospital Mental Health Lifeline Day 315-462-1080 Evening 800-310-1160
- NYS Office of Victim Services 800-247-8035
- NYS Domestic Violence Hotline 800-942-6906
* Sexual Assault Forensic Examiner Nurse (SAFE) can provide an exam whether you choose to report to police, or the College, or choose not to report at all.

These Confidential Resources can provide assistance and information regarding medical assistance and treatment (including information about sexually transmitted infections, and sexual assault forensic examinations), and resources available through the New York State Office of Victim Services, academic and other campus support options, campus disciplinary proceedings and law enforcement options. The on-campus resources listed above are the only confidential resources on campus; all other employees of NYCC should not be considered confidential.

A report to a Confidential Resource is not a report to the College and will not result in remedial action or an investigation or disciplinary action. Any person who desires remedial action (such as a change in housing, academic or work assignments) must contact one of the Responsible Administrators, listed below.

2. Responsible Administrator

The following offices and individuals have been trained to receive and respond to allegations of violations of this policy. An individual may contact a Responsible Administrator to obtain information about this policy. No person need disclose details about an incident to obtain general information about the College’s policies and available resources.

Jennifer Sessler
Interim Vice President of Enrollment Management Title IX Coordinator
Associate Vice President of Institutional Effectiveness and Planning titleix@nycc.edu, 315-568-3270
If a report is made to anyone other than the Responsible Administrators listed above, the complainant risks the possibility that it will not come to the attention of the proper College officials and may, therefore, not be acted upon.

Upon receiving a report, the Responsible Administrator to whom the report was made will discuss with the complainant available avenues and options. Options may include disciplinary action against the accused and remedial actions to ameliorate or correct the effects of the discrimination, harassment, or sexual misconduct. Other options may include a no contact directive, changes in academic, residential, transportation, or working arrangements to separate the complainant and the accused. A complainant need not necessarily pursue disciplinary action in order to obtain changes in academic, residential or working arrangements. The College will review the facts and circumstances of each case, as well the complainant’s wishes, in deciding whether and what steps are reasonable and appropriate.

A Responsible Administrator is not a Confidential Resource. However, even NYCC offices and employees who cannot guarantee confidentiality will maintain your privacy to the greatest extent possible. The information you provide to a non-confidential resource will be relayed only as necessary for the Title IX Coordinator to investigate and/or seek a resolution. A Responsible Administrator is a non-confidential resource who will share information only on a need-to-know basis.

A person may make a report to a Responsible Administrator and request that no investigation or disciplinary action be taken. This may be the case where the individual is interested only in emotional, academic, and other supportive resources. If the complainant elects not to proceed at the time of report, they may return to the Title IX team and choose to proceed at a later date. Similarly, a person may make a report intending for the College to investigate for disciplinary action but later may request that the complaint be withdrawn. The College will honor such requests to not initiate or to cease an investigation or disciplinary process unless the Title IX Coordinator determines that an investigation and/or disciplinary process is necessary to ensure a safe, non-discriminatory environment for all members of the NYCC community, including the individual(s) involved. In some cases, it may be possible to investigate and initiate a disciplinary process while keeping the reporting party’s identity confidential.

A complainant may request that no action be taken against the accused, and, when possible the College will seek the complainant’s consent prior to conducting an investigation. If the complainant requests that the College not investigate, the Title IX Coordinator will consider whether the request can be honored or whether a potential risk to the safety of the community and/or the individual complainant requires the College to investigate and take other appropriate action. Factors used to determine whether to honor such a request include, but are not limited to:

a. Whether the accused has a history of violent behavior or is a repeat offender;

b. Whether the incident represents escalation in unlawful conduct on behalf of the accused from the previously noted behavior;

c. The increased risk that the accused will commit additional acts of violence;

d. Whether the accused used a weapon or force;

e. Whether the reporting individual is a minor; and

f. Whether the College possesses other means to obtain evidence such as security footage, and whether available information reveals a pattern of perpetration at a given location or by a particular group.

g. As well as other considerations such as:

- whether there was a single perpetrator or multiple;
- whether the circumstances suggest a risk to the campus community, and
- similar considerations.

The College retains the right to act upon any information that comes to its attention. If the College determines that a request not to proceed cannot be honored, the complainant will be so informed. However,
in order to encourage participation in public awareness and advocacy events, if information is disclosed as part of such an event (such as Take Back the Night), the College is not obligated in that instance to commence an investigation.

3. Other Non-Confidential College Resources
   Security Office 315-568-3022

4. Law Enforcement
   A victim of a crime is encouraged to, but is not required to, report the incident to local law enforcement and pursue criminal charges. The criminal process and the College’s disciplinary processes are not mutually exclusive or dependent on each other, meaning that a person may pursue either a criminal complaint or College complaint or both. Any internal College investigation and/or hearing process will be conducted concurrently with any criminal justice investigation and proceeding that may be pending. Temporary delays in the College’s internal processes may be requested by local law enforcement authorities for the purpose of gathering evidence. Any requested temporary delay shall not last more than ten (10) days, except when local law enforcement authorities specifically request and justify a longer delay.

In criminal cases, including non-consensual sex offenses, the preservation of evidence is critical and must be done properly and promptly. If you have been sexually assaulted, you should not wash your body or clothes, as evidence may be lost. The Seneca Falls Police Department (315-568-5555) can assist in filing a criminal complaint and in securing appropriate examination, including by a Sexual Assault Nurse Examiner. New York State Police maintain a 24-hour hotline staffed by individuals trained to respond to sexual assault (844-845-7269).

Additionally, orders of protection and other forms of legal protection may be available to individuals who have experienced or are threatened with violence by an NYCC College community member or other person. In appropriate circumstances, an order of protection may be available that restricts the offender’s right to enter NYCC property, and NYCC will abide by a lawfully issued order of protection.

The Security Office or other College officials will, upon request, provide reasonable assistance to any member of the College community in obtaining an order of protection or, if outside of New York State, an equivalent protective or restraining order, including providing that person with:

- a copy of an order of protection or equivalent when received by the College and providing that person with an opportunity to meet or speak with a College representative, or other appropriate individual, who can explain the order and answer questions about it, including information from the order about the other person’s responsibility to stay away from the protected person or persons;
- an explanation of the consequences for violating these orders, including but not limited to arrest, additional conduct charges, and interim suspension; and
- assistance in contacting local law enforcement to effect an arrest for violating such an order of protection.

D. INTERIM MEASURES AND ACCOMMODATIONS

The College will put in place reasonable interim measures and accommodations to protect safety, prevent retaliation, and ensure that the person reporting a violation of this policy is not subjected to an ongoing hostile or abusive environment. Interim measures or accommodations may include an interim suspension, no contact order or changes in academic, housing, employment, transportation or other circumstances. An individual requesting an interim measure or accommodation, or an individual affected by an interim measure or accommodation, may present information and evidence in support of the individual’s request or position concerning the interim measure or accommodation.

The College may impose an interim suspension where it determines that the circumstances then known create a reasonable risk of harm to the reporting party or another person(s) or the community in general. An interim suspension may be a complete suspension from the College, including classes, or may be limited, such as a suspension from the residential facilities, a suspension from participating in clinic, or other similarly defined aspects of College activities.
At any time, the complainant or accused may appeal or otherwise request the review of the need for and the terms of any interim measures (including but not limited to an interim suspension) or accommodations imposed or requested that affect the individual directly and may submit evidence in support of his/her request.

A request for appeal or review of an interim measure or accommodation may seek to add to, modify or eliminate an interim measure or accommodation. Such an appeal or request may be made to the Title IX Coordinator. Upon receipt of such a request, the Title IX Coordinator will inform the other party of the request and allow the other party to respond, including submitting evidence if desired. The Title IX Coordinator will respond to the request as promptly as possible and, absent unusual circumstances, within one calendar week. The Title IX Coordinator may modify the interim measures or accommodations on a temporary basis and while the parties are submitting their information and responses.

**E. INVESTIGATION**

Upon receiving a report, the College will conduct an investigation, which usually will be performed or overseen by one of the Responsible Administrators listed above, but the College reserves the right to utilize other appropriately trained persons. The College may assign one or two investigators. The person(s) who conducts the investigation will be free of conflicts of interest or bias for or against any party. The parties will be informed of the identity of the investigator(s) and provided a reasonable opportunity to object to the investigator(s) on the ground of conflict of interest or bias. If an objection is made, the College will appoint an appropriate person to decide whether a conflict or bias exists such that an alternative investigator(s) will be selected.

The complainant and the accused will be given an equal opportunity to review and present information in the context of the investigation. An investigation usually involves interviews of witnesses and reviewing relevant documentation.

The accused will receive notice, in advance of any interview or other meeting they are required or entitled to attend, including the date, time, location and factual allegations concerning the alleged violation, the specific policy provisions alleged to have been violated, and the possible sanctions. The accused will also be notified of their right to select an individual of their choice to serve as their advisor, including during all meetings and hearings related to the investigatory and adjudicatory process.

During the investigation, which is an impartial fact-finding process, the complainant and the accused will have an equal opportunity to share information, submit documentation, and request that witnesses be interviewed. In the absence of their consent, the parties will not be interviewed together or be required to meet. The investigator(s) has discretion to determine how to conduct the investigation and what information is necessary and relevant.

At the conclusion of the investigation, the investigator(s) will make a recommendation as to whether the complaint will be referred to the applicable disciplinary process. A referral to the disciplinary process will occur where the allegations appear to have merit and, if true, the allegations may constitute a violation of this policy.

The College endeavors to complete the investigatory phase within 60 days. After the completion of the investigation but before the investigator renders a determination about whether to forward the complaint to a disciplinary process, both parties will be provided the opportunity to review the investigative file and to provide a response to the material in the investigation file, including but not limited to request that additional investigation be conducted. The investigative file presented for review may be redacted as necessary to eliminate irrelevant, extraneous information or inappropriate information (such as information about mental health or sexual history). The investigator(s) will review the parties’ responses and determine in his/her sole discretion whether any modifications will be made to the investigative file and/or whether additional investigation will be conducted.

The complainant and accused will be informed in writing as to whether the complaint will be forwarded to the applicable disciplinary process, with an explanation of the basis for the outcome. If the investigator’s determination is to not forward a complaint to a disciplinary process, there is no right to appeal. However, in cases where a student is accused of sexual assault, dating violence, domestic violence, or stalking, the investigatory decision not to forward the matter for discipline is appealable. The appeal must be in writing and submitted to the Judicial Officer or his/her designee within 10 business days of the investigative
determination. The appeal will be decided by the Judicial Officer or his/her designee and one member of the Standing Judicial Panel, who will be selected by the Title IX Coordinator or his/her designee. If the appeal is granted, the Judicial Officer or his/her designee will file charges against the accused student pursuant to the Code of Student Conduct and Ethics, or will process charges filed by the complainant against the accused in accordance with the Code of Student Conduct and Ethics.

Regardless of whether a complaint is referred to a disciplinary process, the College may offer other, non-disciplinary remedies available to the complainant, such as a change in residential or working situation, changes in class assignment, and so on.

In some instances, the parties may be interested in an informal or mediated resolution, and, if the case is appropriate for such an option in the College’s discretion, mediation may be explored. (Incidents of violence are not eligible for a mediation.) No party will be required to participate in a mediated or informal resolution, and either party may decline further participation in mediation or informal resolution at any time.

F. DISCIPLINARY PROCEEDINGS

This policy applies campus-wide and sets forth behavioral expectations for all. However, the applicable disciplinary procedure that will be applied in a particular case depends on whether the accused is a student, an employee, or a non-community member. For instance, a complaint brought by a staff member against a student is processed pursuant to the student policy; a complaint by a student against a staff member is processed pursuant to the staff policy; a complaint by a student against another student is processed pursuant to the student policy; and so on. If the investigation results in a determination to move forward,

- A complaint against a faculty member will be processed in accordance with the Faculty Handbook (Progressive Discipline, Suspension and Dismissal policies).
- A complaint against a staff member will be processed in accordance with the staff policy.

The complainant and the accused each may have an advisor of their choice present during the disciplinary proceeding and any related meeting. The standard for decisions in disciplinary proceedings is a preponderance of the evidence, meaning that it is more likely than not that an allegation is true. Both parties will receive simultaneous written notice of outcomes of all disciplinary proceedings, to the extent permitted by law.

On an annual basis, the College will appoint a Standing Judicial Panel. This Panel will consist of staff and faculty (and, at the College’s option, students) who receive, at a minimum, annual training in discrimination, harassment, non-consensual sex offenses, dating violence, domestic violence and stalking. The College will make every reasonable effort to appoint individuals from the Standing Judicial Panel to hear cases involving these kinds of allegations.

Please refer to the relevant sections of the Faculty/Student/Staff Handbook for detailed information on the disciplinary processes. The College endeavors to complete the disciplinary process within 60 days of the date the complaint was referred by the investigator(s).

A complaint against a non-community member (e.g., a visitor to campus, an alum, a vendor or contract employees) will be investigated but no formal policy or procedure applies. The College may opt to ban the non-community member from College property or take other appropriate responsive measures.

G. CONFIDENTIALITY

The College will protect the privacy of all individuals to the extent practicable and appropriate under the circumstances. Under some circumstances, it may be possible to protect the identity of complainants who do not wish to be identified. However, in order to conduct an investigation and a disciplinary process, it is often necessary to disclose the identity of the complainant, including to the accused. Decisions with respect to
whether a request for confidentiality can be honored will be made by a Responsible Administrator.

Complaints may be made anonymously. However, the nature of anonymous complaints may make the investigation, determination, and remediation more difficult and, at times, impossible.

Records generated in connection with reports, investigations and disciplinary proceedings are maintained in confidential files, and only those with a right and need to know are permitted access.

**H. Retaliation**

The College prohibits retaliation against any individual who files a good-faith complaint or assists or participates in good faith in any manner in an investigation or proceeding conducted by the College or an external agency. Any retaliation is subject to disciplinary action, up to and including expulsion/termination. Allegations of retaliation will be subject to the disciplinary procedures noted above for students, faculty, staff and non-community members.

**I. Amnesty**

The health and safety of every student at NYCC is of utmost importance. NYCC recognizes that students who have been drinking and/or using drugs (whether such use is voluntary or involuntary) at the time that violence, including but not limited to domestic violence, dating violence, stalking, or sexual assault occurs may be hesitant to report such incidents due to fear of potential consequences for their own conduct. NYCC strongly encourages students to report domestic violence, dating violence, stalking, or sexual assault to NYCC officials. A student bystander acting in good faith or a reporting individual (including a complainant/victim) that discloses any incident of domestic violence, dating violence, stalking or sexual assault to NYCC officials will not be subject to NYCC’s code of conduct action for violations of alcohol and/or drug use policies occurring at or near the time of the commission of the domestic violence, dating violence, stalking or sexual assault. Notwithstanding the foregoing, NYCC reserves the right to implement measures to protect the health and safety of patients or others who may be harmed (including but not limited to requiring substance abuse treatment and testing) and will comply with any obligations it may have to provide information to licensing authorities.

**J. Academic Freedom**

NYCC is a graduate institution at which academic freedom is necessary and valued. NYCC will not construe this policy to prevent or penalize a statement, opinion, theory, or idea offered within the bounds of legitimate, relevant, and responsible teaching and learning.

**K. Clergy Act Compliance**

The College is required to include for statistical reporting purposes the occurrence of certain incidents in its Annual Security Report (ASR). Names of individuals involved in incidents are not reported or disclosed in ASRs. In the case of an emergency or ongoing dangerous situation, the College will issue a timely warning to the campus. In such circumstances, the name of the alleged perpetrator may be disclosed to the community, but the name of the victim/complainant will not be disclosed.

**L. Other Policies**

A particular situation may potentially invoke one or more College policies or processes. The College reserves the right to determine the most applicable policy or process and to utilize that policy or process.

**M. Designation of Authority**

Any person or title authorized by this policy to act or make a decision may designate his/her authority to another when necessary to avoid a conflict of interest or for any other reason.

**N. Policy Compliance**

The Title IX Coordinator has overall responsibility for the College’s institutional compliance with Title IX. Assistant and Deputy Coordinators assist the Coordinator. Any person with a concern about the College’s handling of a particular matter should contact
Jennifer Sessler
Interim Vice President of Enrollment Management
Title IX Coordinator
Associate Vice President of Institutional
Effectiveness and Planning
titleix@nycc.edu, 315-568-3270;

Carol Faivre
Assistant Director of Student Life
Deputy Title IX Coordinator
cfaivre@nycc.edu, 315-568-3047; or

Christine McDermott
Human Resources Manager
Deputy Title IX Coordinator
cmdermott@nycc.edu, 315-568-3109.

The U.S. Department of Education, Office for Civil
Rights is a federal agency responsible for ensuring
compliance with Title IX. OCR may be contacted at 400
Maryland Avenue, SW, Washington, DC 20202-1100,
(800) 421-3481.

O. STUDENTS’ BILL OF RIGHTS

All students have the right to:

1. Make a report to local law enforcement and/or state
   police;

2. Have disclosures of domestic violence, dating
   violence, stalking, and sexual assault treated
   seriously;

3. Make a decision about whether or not to disclose a
   crime or violation and participate in the judicial or
   conduct process and/or criminal justice process free
   from pressure by NYCC;

4. Participate in a process that is fair, impartial, and
   provides adequate notice and a meaningful
   opportunity to be heard;

5. Be treated with dignity and to receive from the
   institution courteous, fair, and respectful health care
   and counseling services, where available;

6. Be free from any suggestion that the reporting
   individual is at fault when these crimes and
   violations are committed, or should have acted in a
   different manner to avoid such crimes or violations;

7. Describe the incident to as few institution
   representatives as practicable and not be required to
   unnecessarily repeat a description of the incident;

8. Be protected from retaliation by NYCC, any
   student, the accused and/or the respondent, and/or
   their friends, family and acquaintances within the
   jurisdiction of NYCC;

9. Access to at least one level of appeal of a
determination;

10. Be accompanied by an advisor of choice who may
    assist and advise a reporting individual, accused, or
    respondent throughout the judicial or conduct
    process including during all meetings and hearings
    related to such process; and

11. Exercise civil rights and practice of religion without
    interference by the investigative, criminal justice, or
    judicial or conduct process of NYCC.

A. 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 Dean of Student Services.

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. Counseling 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, faculty, and staff can schedule appointments with counselors by calling extension 3064, or sending an email to counseling@nycc.edu. Counseling appointments may also be made on a walk-in basis when available.

B. 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”)
- Discrimination, Harassment and Sexual Misconduct Prevention Policy (Student Guide, pages 179-188)
- Drug, alcohol and substance abuse policies, prevention and treatment services (Student Guide, pages 188-189)
• Tuition and Cost of Attendance Budgets (NYCC website Financial Aid section)

• Financial Aid Programs Information (College Catalog, pages 18-25)

• Withdrawal process (Student Portal “How do I….”)

• Refund Policy (College Catalog, pages 16-17)

• College Accreditation (College Catalog, pages 7-8)

• State Education Contact Information (located on left menu “Consumer Information”)

• Title IX (Civil Rights Act) Brochure

• Academic Programs Offered (College Catalog, pages 5-7)

• Academic Transfer Credit Policies; Articulation Agreements (College Catalog: DC, pages 34-36; AOM, pages 63-64; MSACN, page 84; MSSN, page 90; MSHAPI, page 97)

C. 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.

D. 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), 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.

E. 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.

F. CAMPUS SAFETY, SECURITY, AND FIRE REPORT

The Advisory Committee on Campus Safety shall provide, upon request, all campus crime statistics as reported to the United States Department of Education. 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.

G. 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. (From a campus phone, the four-digit extension can be used.) For enhanced security and safety, security cameras are placed and clearly identified in various locations throughout the campus.
## Community Resources

<table>
<thead>
<tr>
<th>Name of Service, Agency or Office</th>
<th>Phone Number</th>
</tr>
</thead>
<tbody>
<tr>
<td>New York State Police</td>
<td></td>
</tr>
<tr>
<td>Emergency</td>
<td>911</td>
</tr>
<tr>
<td>Office</td>
<td>315-539-9238</td>
</tr>
<tr>
<td>Seneca County Sheriff's Office</td>
<td></td>
</tr>
<tr>
<td>Emergency</td>
<td>911</td>
</tr>
<tr>
<td>Office</td>
<td>315-539-9241</td>
</tr>
<tr>
<td>Seneca Falls Police Department</td>
<td></td>
</tr>
<tr>
<td>Emergency</td>
<td>911</td>
</tr>
<tr>
<td>Office</td>
<td>315-568-5555</td>
</tr>
<tr>
<td>North Seneca Ambulance</td>
<td></td>
</tr>
<tr>
<td>Emergency</td>
<td>911</td>
</tr>
<tr>
<td>Office</td>
<td>315-539-5001</td>
</tr>
<tr>
<td>Seneca Falls Volunteer Fire Dept.</td>
<td></td>
</tr>
<tr>
<td>Emergency</td>
<td>911</td>
</tr>
<tr>
<td>Office</td>
<td>315-539-9241</td>
</tr>
<tr>
<td>Clifton Springs Hospital Mental Health Lifeline*</td>
<td></td>
</tr>
<tr>
<td>Day</td>
<td>315-462-1080</td>
</tr>
<tr>
<td>Evening</td>
<td>800-310-1160</td>
</tr>
<tr>
<td>Geneva General Hospital</td>
<td>315-787-4000</td>
</tr>
<tr>
<td>Safe Harbors of the Finger Lakes*</td>
<td></td>
</tr>
<tr>
<td>Hotline</td>
<td>800-247-7273</td>
</tr>
<tr>
<td>Office</td>
<td>315-781-1093</td>
</tr>
<tr>
<td>Domestic Violence Hotline (Ontario/Seneca County)*</td>
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</tr>
<tr>
<td></td>
<td>800-695-0390</td>
</tr>
<tr>
<td>Suicide Prevention Hotline</td>
<td>800-273-TALK</td>
</tr>
<tr>
<td>Legal Assistance of the Finger Lakes</td>
<td></td>
</tr>
<tr>
<td></td>
<td>315-781-1465</td>
</tr>
<tr>
<td>Alcoholics Anonymous Hotline (Seneca County)</td>
<td></td>
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<tr>
<td></td>
<td>315-789-5955</td>
</tr>
</tbody>
</table>

## Campus Emergency Telephone Numbers**

<table>
<thead>
<tr>
<th>Name of Service</th>
<th>Phone Number</th>
</tr>
</thead>
<tbody>
<tr>
<td>Security Office</td>
<td>315-568-3022***</td>
</tr>
<tr>
<td>Student Life</td>
<td>315-568-3053</td>
</tr>
<tr>
<td>Director of Counseling Services*</td>
<td>315-568-3064</td>
</tr>
<tr>
<td>Director of Facilities</td>
<td>315-568-3025</td>
</tr>
<tr>
<td>Human Resources</td>
<td>315-568-3105</td>
</tr>
</tbody>
</table>

* Confidential Resources. Additional resources and information for students who have experienced a sexual assault, domestic/relationship violence, or stalking can be found on page 182 in Section VIII.

** 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.
H. 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.

I. 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 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. General College Policies

A. SMOKING

New York Chiropractic College is committed to providing a safe and healthy campus and to promote the health and wellbeing of its faculty, staff and students. Motivated by our mission and identity as a natural health care educational institution coupled with our desire to provide a healthy environment, New York Chiropractic College is a tobacco-free organization.

It is the policy of the College to prohibit the smoking and/or use of all forms of tobacco products on all College premises. For this policy, tobacco products include, but are not limited to, cigarettes, cigars, pipes, chewing tobacco, e-cigarettes, vaping devices and other smokeless tobacco products. This policy applies to all employees, faculty, students, staff, vendors, and visitors of New York Chiropractic College. College premises is defined as all areas and buildings on all property owned or operated by the College, which includes all vehicles owned or leased by the College.

Policy non-compliance will prompt an initial educational reminder regarding the policy. Repeated non-compliance will be referred to the appropriate campus student conduct or employee supervisory system for resolution. Repeated violations will be subject to disciplinary action.

Understanding the addictive nature of tobacco use, the College will make every reasonable effort to assist those employees and students who wish to stop using tobacco.
Students and employees can access cessation treatment and resources by contacting the Campus Health Center. Support and/or resources can also be found through the College’s Counseling Services office. For additional information, please visit the NY Quits website at http://www.nysmokefree.com/default.aspx.

B. 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 Dean of Student Services. 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 Dean of Student Services.

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.

C. CHILDREN

Children of students are not permitted in classes or laboratories. Unattended children are not permitted in academic or administrative buildings on campus.

D. 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.

E. 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 Dean of Student Services 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 Dean of Student Services. 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.

F. 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 p.m. to 4:00 p.m. 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.)

G. PARKING

All students who wish to park on campus are required to obtain and properly display a College issued 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.

All students are expected to abide by the College’s Parking Rules and Regulations, which are included in their orientation packets. Additional copies of the College’s Parking Rules and Regulations are available through the Facilities office, Room L01, Administration Building. 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 and health center personnel.

Lot A, adjacent to the Administration Building, is reserved for faculty, staff, and visitor use Monday through Friday, 7:00 a.m. to 4:30 p.m. 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.

Students, faculty, staff, and visitors park their vehicles on the campus of New York Chiropractic College at their own risk. New York Chiropractic College is not responsible for any damage, whether caused by an act of God or other means, including, but not limited to, theft, vandalism, motor vehicle crash, etc., that occurs to any vehicle operated or parked on the New York Chiropractic College campus at any time.

Any person requesting assistance (jump-starting vehicle, lockout, etc.) with their vehicle from any College employee or contracted service, such as Seneca Security Services, agrees to hold the College and/or the contracted service and their employees harmless from any damages that may occur as the result of their rendering of aid.

H. 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 Dean of Student Services 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.

I. 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 a.m. 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>
</tr>
</thead>
<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**

- **Syracuse:** Channels 3, 5, 9
- **Rochester:** Channels 10, 13, 14
- **Website:** [www.fingerlakes1.com](http://www.fingerlakes1.com)

**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.)

**J. STUDENT COMPLAINTS AND GRIEVANCES**

**General**

NYCC encourages regular and open communication among students, staff, and faculty. This policy provides a process for NYCC students to raise concerns regarding the application and administration of NYCC rules, procedures or regulations and, if a concern is not resolved to a student’s satisfaction, to pursue a formal grievance.

**Informal Complaint**

Students who believe that they have been subjected to a violation, misinterpretation, or inequitable application of existing NYCC rules, procedures, or regulations, or a failure to apply these rules, procedures, or regulations, are encouraged 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 such complaints. If efforts to resolve a complaint informally are not successful, the student may pursue a formal grievance through the following procedures:
**Formal Grievance Procedures**

1. The student may file a formal, written grievance. The grievance should be submitted, in writing, to the Dean of Student Services, who will direct the grievance to the appropriate NYCC official for resolution. In circumstances where the grievance is related to the Office of Student Life, the student may file a formal, written grievance. The grievance should be submitted, in writing, to the Vice President of Enrollment Management, who will direct the grievance to the appropriate NYCC official for resolution.

2. The identified NYCC official or his/her designee (the “Initial Reviewer”) will investigate the grievance, and notify the student in writing of a decision regarding resolution of the grievance within a reasonable period of time.

3. The student may appeal the Initial Reviewer's decision in writing to the Executive Vice President of Academic Affairs, whose decision will be final. In reviewing the appeal, the Executive Vice President of Academic Affairs shall review the existing documentation with respect to the grievance, and may (but shall not be required to) confer with the student, the Initial Reviewer, and any other involved parties or witnesses. In the event that the Executive Vice President of Academic Affairs determines that the appellant has established a valid basis for appeal, the Executive Vice President of Academic Affairs has discretion to take action consistent with that determination. That may include, without limitation, remanding the matter in whole or in part to the Initial Reviewer, or to a new reviewer, or modifying the original decision as appropriate.

**Timing Considerations**

There is no time limit for pursuing an informal complaint or filing a formal grievance. However, the passage of time may make the investigation and resolution of concerns difficult. Individuals are therefore encouraged to raise their concerns promptly.

**Recordkeeping**

A copy of the grievance, any decision of the Initial Reviewer, and any decision of the Executive Vice President of Academic Affairs, will be retained in the office of the Executive Vice President of Academic Affairs for seven years following the year in which the grievance is resolved.

**Confidentiality**

To the extent reasonably practical, information concerning formal grievances will be kept confidential. Staff and faculty investigating a formal grievance will discuss it only with those who have a need to know and/or who are needed to supply necessary information.

**Applicability**

This policy (including without limitation the Grievance Procedures) does not apply to matters that are subject to review by other designated NYCC personnel or hearing bodies (including without limitation sanctions for violations of the Code of Student Conduct and Ethics). Such matters are subject to review and resolution in accordance with the procedures applicable to them. The Executive Vice President of Academic Affairs shall have discretion to determine whether this policy, or another policy and/or procedure, applies and will be used for any particular matter.

**Retaliation**

No student who submits a complaint or files a grievance in good faith under this policy shall be subject to retaliation, intimidation, discrimination, or harassment as a result of such submission or filing.

**External Complaints**

New York Chiropractic College is an institutional member of the State Authorization Reciprocity Initiative (SARA).

Initial responsibility for the investigation and resolution of student complaints resides with the institution against which the complaint is made. NYCC’s internal complaint process is located in the Student Guide and should be followed to completion.

For any student who made a complaint regarding distance education at NYCC and is unsatisfied with the outcome of NYCC’s internal complaint process, the resolution (except for complaints about grades or student conduct violations) may be appealed to the following entity:
New York State Portal Entity Contact:
Owen Donovan, PhD
Supervisor, Higher Education Programs
New York State Education Department
89 Washington Avenue
Albany, NY 12234
518-474-1551
Email: IHEauthorize@nysed.gov

California
Students who reside in California and wish to appeal NYCC’s complaint resolution may do so by following the link below:

California Bureau for Private Postsecondary Education
P.O. Box 980818
W. Sacramento, CA 95798-0818
Email: bppe@dca.ca.gov
Consumer Complaint Information
https://www.bppe.ca.gov/enforcement/complaint.shtml

Military Personnel
Consumer Complaint Information

Veterans
GI Bill Feedback System

For students receiving Veterans benefits, NYCC’s official point of contact to file a complaint is the Dean of Student Services located in the college’s Student Life Office. A student may also submit a complaint directly to the Veterans Administration (VA), if they believe that the college is failing to follow the VA Principles of Excellence. Visit the VA Website (www.benefits.va.gov/gibill/feedback.asp) for more information about the VA Principles of Excellence or to submit a complaint.

Active Duty Military--Department of Defense Feedback System

For students receiving Active Duty Military benefits, NYCC’s official point of contact to file a complaint is the Dean of Student Services located in the college’s Student Life Office. A student may also submit a complaint directly to the Department of Defense, if they believe the college is failing to follow the VA Principles of Excellence. Visit the Military OneSource website (www.militaryonesource.mil/voluntary-education?content_id=274604) for more information about the VA Principles of Excellence or to submit a complaint.

However, if you have any questions or encounter any problems contacting the appropriate agency, please call the College’s Office of Enrollment Management at 315-568-3270 for assistance.

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. Holiday Dinner

This gathering of students and staff is an informal event held during the Fall trimester.

2. 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.

3. 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.

4. Leadership Summit

This outstanding leadership opportunity is designed to provide participants with “tools of the trade” to include building self-confidence, generate team building, and motivate students to excel in their leadership development skills.
5. 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.

6. 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), the International Chiropractic Association (ICA), or the World Federation of Chiropractic (WFC). 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, color, gender, age, creed, religion, national origin, ethnic background, citizenship, marital status, familial status, sexual orientation, gender identity, gender expression, disability or veteran status, status as a victim of domestic violence, ancestry, arrest/convictions record, genetic predisposition or “carrier” status, and any other characteristic protected by applicable federal, state, or local law. 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.

4. Maintenance of Public Order on the College Campus and Other Property Used for Educational Purposes

In accordance with New York State Law Article 129-A, such rules and regulations shall prohibit, among other things, any action or situation which recklessly or intentionally endangers mental or physical health or involves the forced consumption of liquor or drugs for the purpose of initiation into or affiliation with any organization. Such rules and regulations shall govern the conduct of students, faculty, and staff as well as visitors and other licensees and invitees on such campuses and property. The penalties for violations of such rules and regulations shall be clearly set forth therein and shall include provisions for the ejection of a violator from such campus and property, in the case of a student or faculty violator his or her suspension, expulsion, or other appropriate disciplinary action, and in the case of an organization which authorizes such conduct, rescission of permission for that organization to operate on campus property.

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 accordance 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.

c. Request the proposed guest speaker to provide

- the signed Guest Speaker Disclaimer form;
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 the context of the mission statement of the College, it is the policy of NYCC to foster and maintain full freedom of discussion, inquiry, teaching, and research. Faculty are entitled, as they deem appropriate, to organize their course with respect to content, support materials and methods of evaluation, but in accordance with goals and objectives of the published course description and with the highest academic standards.

In research and publication, faculty are entitled to discuss freely those subjects in which they feel 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, faculty are 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.

Both within and outside the fields pertaining to instruction, research and publication, faculty should conduct themselves in a manner that does credit both to themselves and to the institution. When speaking or writing as a citizen, faculty shall be free from institutional censorship or discipline but, in accordance with the principles of scholarship they should be accurate, exercise appropriate restraint, show respect for the opinions of others and, where appropriate, clearly indicate that they are not a spokesperson for the institution. Guest speakers are expected to adhere to this policy.

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; and

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; and

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 and Special Projects 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.

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, via the Student Portal, 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, including the New York State fire inspection.

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(s) may subject a student to disciplinary actions, which may include but are not limited to fines, eviction from the residence halls or room transfer to another location within the residence hall system.

The Residence Hall License Agreement has been prepared in accordance with New York State law. A student’s electronic check mark on the portal is considered a valid response of acceptance of his/her obligations under the law of the Residence Hall License Agreement.

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-
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 Dean of Student Services. 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.

Limited 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.

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. A diverse collection of online, video/audio, and printed reference materials enables students to access career, job-search, and practice management information for all our degree programs. Our Student and Alumni portals serve as virtual libraries of resources available to students from the point of matriculation through to practicing professional. Links to scope of practice information, access to the U.S. ChiroMap™ program and other demographics, and NYCC’s online career opportunities database are among the key resources found here. Also included are links to 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. These pages are available on both our Student and Alumni portals, enabling the Center to continue to offer its services to graduates. A developing section of practice start-up and practice building resources on the Alumni Portal supports our graduates at any stage of their careers.

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.

**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 text-rental agreement, manage an existing account, or review your rental history. All is available at [www.rent-a-text.com](http://www.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](http://www.herff-jones.com/college) or [www.shop.jostens.com](http://www.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.
students 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 residential program students while taking courses on the Seneca Falls campus.

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, sandwiches, salads, and soups.

Purchases can be made with cash, credit card, or with the meal card. 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. This must be done at the Bursar’s office prior to the end of the first week of the trimester.

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 Standard Process 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; and

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. Facility calendars and pool schedules are located across from the Assistant Director’s office.
2. **Intramural Sports**

The intramural program provides a wide array of intramural opportunities such as flag football, soccer, basketball, racquetball, volleyball, softball, kickball, pickle ball, and dodgeball.

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 in Cocoa Beach, Florida. 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, flag football, soccer, running, basketball, swimming, 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 resilient athletic surface equipped with four interchangeable basketball, pickle ball, and tennis 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.

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 aqua class, 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 softball diamonds, a multipurpose athletic field designed to accommodate soccer, flag football, and lacrosse.

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 State 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 tenth trimesters;
- withdrawal or leave of absence; and
- 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 State Route 89 • Seneca Falls, NY 13148 • 1-800-234-6922 • www.nycc.edu