

2024-25

Parker University Academic Policy Manual





Academic Policy Committee Statement of Purpose

Purpose:

The Academic Policy Committee supports Parker University in its commitment to remain in compliance with the SACSCOC principle 10.1, which states, “ The institution publishes, implements, and disseminates academic policies that adhere to principles of good educational practice and that accurately represent the programs and services of the institution.

Using the [SACSCOC Good Practices statement on Developing Policy and Procedure Documents](#) as a framework, Parker University developed the Academic Policy Committee to ensure the university’s policies are developed with appropriate constituent participation, accurately portray the university’s programs and services, and are circulated to those who benefit from and participate in policy practices.

The Academic Policy Committee is the vehicle for university-wide, constituent collaboration during academic policy development, assessment, and review. Policy statements of purpose are concise and are aligned with university and unit purposes. Implementation and revision dates are included, designated personnel responsible for the policy are identified, and procedures are outlined. Parker University has a [Policy Library on MyParker](#) where policies are published so that the broader campus community can access University policy.

The committee serves as a forum for Academics and supporting departments, Student Services, Registrar, Bursar, Financial Aid, Admissions, and Compliance to:

1. Develop, review, and approve Academic Policy.
2. Form an *ad hoc* subcommittee for policy development and review as needed.
3. Vote on policy – all members are voting participants except the chair; a simple majority is required for approval.

Membership:

1. Chair, Chief Compliance Officer, non-voting
2. Associate Provost
3. Associate Provost for Compliance/Dean of Student Affairs
4. Senior Director, Institutional Effectiveness and Planning
5. Director, Academic Projects and Accreditation
6. All Academic and Clinic Deans and Assistant Dean(s)
7. Department Chairs, Doctor of Chiropractic program
8. Program Directors and Lead Faculty, Undergraduate and Masters programs
9. Senior Director/Registrar
10. Senior Director of Admissions and Recruiting, DC
11. Director of Admissions and Recruiting, Non-DC
12. Senior Director, Center for Teaching and Learning and OIT
13. Senior Director, Financial Aid
14. Bursar



Absence Policy

I. Policy Statement

The Absence Policy defines various categories of student absences and important conditions regarding each.

II. Reason for Policy

This policy is designed to (1) provide clarity for students about what an absence constitutes while (2) providing guidelines for departments to enforce absence processes

III. Policies that work in Unison

Leave of Absence Policy and Attendance Policy

IV. Policy

Excused absences

If a student is absent due to extenuating circumstances, the absence may be considered an excused absence. Students must submit documentation of extenuating circumstances to their instructor(s) or program director within 3 days of an absence for excused absences to be recorded. Should a student be unsuccessful in addressing absences due to extenuating circumstances with the instructor(s), they may submit a written appeal to the appropriate Academic Dean.

Outside employment, personal appointments, vacations, etc. will not be considered as an extenuating circumstance for an excused absence.

Extenuating Circumstance Absences

If an extenuating circumstance will result in more than 3 consecutive school days of absence, the Academic Dean must be notified in writing, in advance (when possible). The following types of absences are examples for possible accommodations.

- Military duty
- Jury duty
- Pregnancy, childbirth, and related conditions
- Significant medical conditions
- Bereavement

The options for assistance or accommodation of these circumstances may include, but are not limited to, the following:

- Alternate arrangements for completing coursework. Parker University requires documentation to allow a student to make-up exams or assignments.
- Withdrawal from courses to reduce course load
- Incomplete grades in one or more courses
- Leave of absence from the university

Religious Holiday Absences

A religious holiday is defined as a day of observance by a religion whose places of worship are exempt from property taxation under Section 11.20 of the Texas Tax Code (or would be exempt if located in Texas). A student who plans to miss an examination or assignment for the observance of a religious holy day, including travel for the occasion, should notify the course instructor of all courses affected prior to the absence. Notification should be provided in written form in advance of the absence. A student who is absent under this policy will be allowed to take examinations or complete any assignments missed due to the observance of the religious holy day (see missed exam policy). Failure to notify in accordance with the requirements above may result in denial of the request for a make-up examination or assignment.

Satisfactory Academic Progress (SAP) Warning or Probation Absence

A student on Warning or Probation is required to attend all lectures, laboratory sessions, clinicals and scheduled academic conferences. Students on Warning or Probation who do not attend in accordance with this requirement may be administratively withdrawn.

Licensing Considerations for Absence

Some state boards/licensing agencies require a specific number of classroom hours in order to grant appropriate credentials to practice. Students should familiarize themselves with the requirements for eligibility for the states in which they wish to practice.

For Chiropractic regulations, this can be done by visiting the applicable state board websites or the Federation of Chiropractic Licensing Boards' website at www.fclb.org. It is the student's responsibility to fulfill and document the requirements of the state(s) to which they plan to apply for licensure. Program Directors will assist students as necessary.

For other programs, consult the Program Director or appropriate Dean. Licensing Information is also located in the [Parker University Academic Catalog](#).

Assessments Missed Due to Absence

Students should notify instructors in advance, as much as possible, if extenuating circumstances prevent a student from completing a scheduled assessment. Third-party, written documentation is required. Missed assessments without appropriate notification to the instructor may result in a grade of "0."

The instructor will evaluate the circumstances resulting in the missed assessment and determine whether a make-up assessment will be available. The student should coordinate with the instructor to arrange on the make-up assessment date, time, location and format.

Some degree programs may vary on make-up assessments. Please ask your program director or appropriate Dean for information regarding your program.

Assessments missed due to a Parker University sanctioned event may be eligible for make-up exams. Please gain approval from your program director or appropriate Dean prior to missing an exam and claiming a sanctioned event as the cause. University sanctioned events are defined by the appropriate Dean and not subject to appeal.

V. Procedures

This policy is to guide students, faculty and administration for procedures involving excused absences.

This policy is effective immediately. To obtain approval for an exception to this policy, please work with the appropriate Dean. The Dean will seek additional approval of the exception from the Vice Provost or Provost as necessary.

VI. Contacts

Vice Provost
Appropriate Dean
Program Directors
Faculty



Academic Engagement Policy

I. Policy Statement

The university has processes in place to ensure regular interaction between a student and an instructor(s).

II. Reason for Policy

To ensure consistent course design that promotes regular engagement in alignment with credit hours and accurate attendance records, regardless of course delivery method.

III. Policies that work in Unison

Credit Hour calculation
Acceptable use policy
Password Policy
Attendance policy
Return to Title IV funding (in development)
Higher Education Act of 1965, as amended, § 600.2

IV. Policy

Parker University ensures regular interaction between a student and an instructor or instructors prior to the student's completion of a course or competency by:

- a. Providing the opportunity for substantive interactions with the student on a predictable and regular basis commensurate with the length of time and the amount of content in the course or competency; and
- b. Monitoring the student's academic engagement and success and ensuring that an instructor is responsible for promptly and proactively engaging in substantive interaction with the student when needed based on such monitoring, or upon request by the student.

V. Procedures

In alignment with the definition of a credit hour, courses are designed to meet defined course objectives through organized learning activities and opportunities for feedback and assessment, proportional to the course content and hours awarded. These are communicated through the syllabus.

Procedures for Monitoring Engagement

- a. Attending an in-person synchronous class, lecture, recitation, or field or laboratory activity is physically captured through a roll sheet, synchronous online engagement, where there is an opportunity for interaction between the instructor and students; is captured through the learning management system (LMS) or manually entered by the instructor into the Student Information System (SIS) according to LMS data.

- b. Submitting an academic assignment is captured through the learning management system.
- c. Taking an online assessment or an exam is captured through the learning management system. Attendance is manually entered into the SIS for assessments offered in another format.
- d. Participating in an interactive tutorial, webinar, or other interactive computer-assisted instruction is captured through the learning management system; participation in computer-based platforms outside of Parker LMS requires manual entry into the student information system (SIS).
- e. Participating in a study group, group project, or an online discussion that is assigned by the program is captured through the learning management system or manually entered into the SIS.
- f. Interacting with an instructor, advisor, dean, department chair, or program director about course academic matters is captured via notepad entry detailing the relevant course matter in the Student Information System.
- g. Participation using external software is captured via submission in the LMS or manual entry by adding a lab session in the parent course and recording attendance there.

Student academic engagement does not include, for example:

- a. Logging into an online class or tutorial without any further participation.
- b. Participating in academic counseling or advisement.
- c. Participating in dining or extracurricular activities.

VI. Contacts

For more information, please contact the program director or appropriate dean.

VII. Definitions

Academic engagement: Active participation by a student in an instructional activity related to the student's course of study that—

- Is defined by the program in accordance with any applicable requirements of its institutional or programmatic accrediting agency.
- Includes, but is not limited to—
 - Attending a synchronous class, lecture, recitation, or field or laboratory activity, physically or online, where there is an opportunity for interaction between the instructor and students.
 - Submitting an academic assignment.
 - Taking an assessment or an exam.
 - Participating in an interactive tutorial, webinar, or other interactive computer-assisted instruction.
 - Participating in a study group, group project, or an online discussion that is assigned by the program.
 - Interacting with an instructor, advisor, dean, department chair, or program director about course academic matters; and
- Does not include, for example—
 - Dining on campus or participating in extracurricular activities
 - Logging into an online class or tutorial without any further participation; or
 - Participating in academic counseling, advisement, or mentorship

Distance Education - Education that uses one or more technologies to deliver instruction to students who are separated from the instructor and to support regular and substantive interaction between the students and the instructor, either synchronously or asynchronously.

Substantive interaction - engaging students in teaching, learning, and assessment, consistent with the content under discussion, and includes at least two of the following-:

- Providing direct instruction.
- Assessing or providing feedback on a student's coursework.
- Providing information or responding to questions about the content of a course or competency.
- Facilitating a group discussion regarding the content of a course or competency; or
- Other instructional activities



Accrediting Decisions of Other Agencies

I. Policy Statement

SACSCOC will be notified that Parker University is the subject of the following:

1. A pending or final action brought by a State agency to suspend, revoke, withdraw, or terminate the institution's legal authority to provide postsecondary education in the State;
2. A decision by another United States Department of Education (USDOE)-recognized agency to deny accreditation or candidacy;
3. A pending or final action brought by another USDOE-recognized accrediting agency to suspend, revoke, withdraw, or terminate the institution's accreditation or candidacy; or
4. Probation or an equivalent status imposed by a USDOE-recognized accrediting agency.

II. Reason for Policy

To assure that procedure is in place to notify SACSCOC in a timely manner should Parker University be the subject of the above actions.

III. Policies that work in Unison

n/a

IV. Policy

Parker University is accredited by the Southern Association of Colleges and Schools Commission on Colleges (SACSCOC). Parker University provides SACSCOC access to its operations and complete and accurate information about the university's affairs, including reports of other accrediting, licensing, and auditing agencies. The Executive Vice President/Provost serves as the SACSCOC Accreditation Liaison for the university and ensures that all information submitted to the Commission be timely, complete, accurate and current.

V. Procedures

1. If Parker University is a subject of any of the provisions outlined above, SACSCOC will be notified by Parker's Accreditation Liaison and will provide all reports from the agency referred to in any of the points 1-4 above and will consider whether the other agency's action resulted from a deficiency which calls into question the institution's compliance with the Principles of Accreditation.
2. If Parker University is granted programmatic accreditation by another USDE-recognized accrediting agency, the Parker University Accreditation Liaison will notify SACSCOC of the added programmatic accreditation.

3. Before submission to the accrediting agency, all documents must first be reviewed and approved by the EVP/Provost and the SACSCOC Liaison to ensure consistent representation of the institution across accreditors. Contact should be made with the EVP/Provost and the SACSCOC Liaison in order to determine the appropriate timeline for the reviewing process.
4. Academic Deans must immediately notify the EVP/Provost and the SACSCOC Liaison of any status changes in programmatic accreditation and provide the EVP/Provost and the SACSCOC Liaison with copies of any correspondence related to an accreditation status change.
5. The SACSCOC Liaison is responsible for notifying SACSCOC of changes in Parker University's accreditation status with other agencies.
6. For any change in accreditation status with SACSCOC, the EVP/Provost and the SACSCOC Liaison will then notify the Academic Deans, USDOE, President and the President will notify the Parker University Board of Trustees.
7. To ensure access to documentation, Academic Deans should provide the following to the EVP/Provost and the SACSCOC Liaison:
 - a. copies of all submissions to accrediting agencies (USDOE and others) and
 - b. official correspondence from accrediting agencies pertaining to accreditation status.

Current Parker University Accreditations that are USDOE Recognized Accreditors

- Southern Association of Colleges and Schools Commission on Colleges (SACSCOC)
- Council on Chiropractic Education (CCE)
- Accreditation Council for Occupational Therapy Education (ACOTE)
- Commission on Massage Therapy Accreditation (COMTA)

Current Parker University Program Accrediting Agencies not recognized by the USDOE

- Commission on Accreditation for Health Informatics and Information Management (CAHIIM)
- Commission on Accreditation of Allied Health Education Programs (CAAHEP) and Joint Review Committee on Education in Diagnostic Medical Sonography (JRC-DMS)

Responsibility

The Provost/Accreditation Liaison has the overall responsibility of ensuring this procedure is implemented.

VII. Contacts

Provost's Office

SACSCOC Accreditation Liaison



Background Check Policy

I. Policy Statement

Parker University ("University") is committed to the health, safety, and well-being of all patients cared for by its students as well as the students who participate in its programs and represent the University in clinical agencies. With that in mind, the University requires all students to undergo a criminal background check.

II. Reason for Policy

The purpose of this policy is to require Parker University students to obtain a criminal background check prior to matriculation into all programs at Parker University. The results of a criminal background check can impact the ability to become licensed in a particular state, participate in clinical rotations in some healthcare organizations, and obtain employment.

III. Policies that work in Unison

n/a

IV. Policy

A. Required Background Checks

Criminal background checks are required of all students prior to matriculation into all programs at Parker University. Students are responsible for completing criminal background checks as described in Section III, below. A criminal background check must be completed and the results provided to the University no later than 5 business days prior to the start of the student's first class. Failure to meet this requirement will result in a deferral of admission to the next available start date. Doctor of Chiropractic students are required to complete a second background check prior to the completion of Trimester 7 and before entering the clinical internship experience.

Certain external clinical agencies may also require background checks prior to beginning a clinical experience at that clinical site. Additional checks are also subject to the procedures discussed in Section III.

B. Admission into the University

Any felony or misdemeanor criminal convictions or charges (not including minor traffic violations) in a prospective student's background may result in a denial of acceptance to Parker University's College of Chiropractic. As described in Section III, a committee will make the final determination and the student will be notified of its decision in writing.

C. Placement at Clinical Agencies

Acceptance to the College of Chiropractic despite negative information on a background

check does not guarantee that a student will be able to be placed at a clinical agency for a clinical experience. For a student already placed, self-reporting subsequent criminal history may result in the clinical agency prohibiting the student from continuing in the clinical experience. If a student is unable to participate in a clinical experience as required for the Doctor of Chiropractic degree program, he/she will not be able to progress and will be dismissed from the University.

When a student who has negative information on a criminal background check or self-reports subsequent criminal history attempts to be placed at a specific clinical site or wishes to continue at his/her current site, the appropriate personnel at the clinical site will evaluate the information and surrounding circumstances and, at their sole discretion, shall determine if the student can participate in a clinical experience at their site or continue with his/her current placement at the site. The College makes no final decisions regarding student acceptability for a clinical placement or ability to continue with a current placement based on the results of a criminal background check.

D. Student Duty to Self-Report

Students are required to disclose all prior criminal convictions and charges on their enrollment application. Failure to disclose, or a material misrepresentation of information about a conviction or charge, is grounds for immediate dismissal from the university.

Students currently enrolled in the College of Chiropractic have an ongoing duty to report any arrests, charges, or convictions that occur after matriculation to the Dean of Student Affairs. Such a report must be made as soon as is reasonably possible after the incident occurs. Upon receipt of such information, a review will be scheduled and a determination will be made regarding whether the student will be allowed to continue at the University. Failure to report subsequent criminal history to the University, or a material misrepresentation of information about an arrest, charge, or conviction, is grounds for immediate dismissal from the university.

E. No Representation by the University

Acceptance to Parker University is not a promise or guarantee that the results of a background check will be acceptable to all licensing boards, clinical locations, or employers. Students with questions about how a conviction or charge may impact their ability to become licensed in a particular state or obtain employment with a particular healthcare provider should contact those entities directly. University faculty and staff will not provide advice on a student's ability to obtain licensure or employment notwithstanding an adverse criminal background check, and students should not rely on any general information provided by University personnel in that regard.

V. Procedures

A. Obtaining Criminal Background Checks

Parker University uses a qualified background check vendor to conduct its criminal background checks. Students seeking admission are responsible for completing the online application and doing so early enough so that results are provided to the Director of Admissions no later than 5 days prior to the anticipated start of the student's first class.

The vendor provides the results of student criminal background checks directly to the Senior Director of Admissions (DC) or Director of Admissions (Undergraduate and Masters Programs) based on their program and the Dean of Student Affairs. A student who is required to obtain an additional background check should do so in accordance with the request.

Students are responsible for the costs of obtaining any required criminal background checks. Previous criminal background checks the student may have received are not acceptable for purposes of this policy. Background checks will be required a second time for all students enrolled in the Doctor of Chiropractic program prior to the completion of Trimester 7 and before entering the clinical internship experience.

B. Review of Criminal Background Checks

Upon receipt of the results of a criminal background check, the Director of Admissions and Dean of Student Affairs will review the results. If there are any criminal convictions or pending charges (other than minor traffic violations) on a criminal background check, the results will be referred to the Admissions Committee for review and a final determination. The Admissions Committee will consider all relevant issues including, but not limited to, the nature and seriousness of the incident, the age of the individual at the time the incident occurred, the length of time since the incident, whether the results show a pattern of inappropriate behavior, and the likelihood that the prospective student will be able to be placed at a clinical agency or be eligible for licensure. The committee may, but is not required to, consult with the prospective student prior to making a decision.

Though the committee may extend the deadline as necessary, the committee will typically meet and make a determination within 5 business days. The committee will notify the student of the outcome within 3 business days of making the determination. Notification will be sent via mail and email. The committee's determination is final and not subject to appeal.

Background checks completed for Doctor of Chiropractic students in Trimester 7 will also be subjected to the same review process. If there are any criminal convictions or pending charges (other than minor traffic violations) on a criminal background check, the Dean of Student Affairs and the Dean of Clinics will determine if the student meets the criteria for continued enrollment and matriculation into the clinical internship program.

C. Waiver/Acknowledgement

Students who are admitted to a Parker University program despite negative information on a background check, or are allowed to continue after self-reporting subsequent criminal history, will be required to sign a waiver form acknowledging that they may not be able to be placed at a clinical agency and that non-placement may result in dismissal from the University.

D. Sharing Results of Criminal Background Checks

Results of criminal background checks are shared with the student, appropriate University personnel, and clinical agencies.

The University can only discuss the results of a student's criminal background check with potential clinical agencies if the student provides written consent to disclose such information as required by the Family Educational Rights and Privacy Act (FERPA). Therefore, students will be required to complete and sign a consent form so that the University can discuss these results with the clinical agency. If a student refuses to provide this consent, the University will not be able to inform the clinical agency that the student had no negative information on a criminal background check. Likewise, the University will also not be able to share that the student had negative information on a criminal

background check without confirmation that a student has obtained a criminal background check and that it is suitable for that clinical agency; it is very unlikely that the student will be able to be placed.

E. Confidentiality

For protection of privacy, the results of a student's criminal background check will not be kept as part of the student's standard educational file. Instead, the results will be kept separately in a locked file in the Office of the Registrar and will be retained for three (3) years following the end of the student's enrollment at the University before being destroyed in accordance with the University's records retention procedures.

VI. Contacts

Senior Director of Admissions, DC Program

Director of Admissions, Undergraduate and Masters Programs

Dean of Students



Concurrent Program Enrollment Policy

I. Policy Statement

To provide currently enrolled students with the opportunity to earn a secondary degree or additional courses while remaining in good academic standing. Only Parker University programs of study and courses are eligible.

II. Reason for Policy

Students that are enrolled in a program with full-time status are offered the opportunity to earn a secondary degree or additional courses while remaining in good academic standing.

III. Policies that work in Unison

SAP
Tuition/Fees

IV. Policy

Students who wish to enroll in more than one program may do so provided they meet the following standards:

- The student is enrolled in an Associate level program or higher as their primary program.
- The student been continuously enrolled in their primary program for at least two full terms.
- The student is maintaining Satisfactory Academic Progress standards and holds a minimum of 3.00 cGPA in their primary program.
- The student meets all admission requirements for the secondary program.
- The student is enrolled full time in their primary program. Students may not enroll in more than the following maximum number of credits per term:
 - Undergraduate – 18 semester hours
 - Graduate – 12 semester hours
 - Doctor of Chiropractic – 30 semester hours

Students must be approved by the Academic Dean(s) of both programs to enroll in concurrent program. Students will be held to the institutional Satisfactory Academic Progress Policy for each enrolled program. The student must maintain good academic standing in each program to remain enrolled in that program and must remain full time in their primary program. The additional program may be declared by submitting a Declaration of Secondary Program form to the Registrar's Office prior to the start of the term in which they wish to pursue a secondary program.

V. Procedures

- 1) Student indicates the desire to enroll in a secondary program or courses within the University
- 2) Program director ensures they meet qualifications
- 3) Student submits Declaration of Secondary Program form
- 4) Billing and institutional aid applied to student accounts
- 5) Students enrolled in concurrent programs are reviewed at the end of each term to ensure they meet SAP for both programs and are maintaining a 3.0 cGPA in the primary program.

VI. Contacts

Registrar



Course Substitution Policy

I. Policy Statement

The course substitution policy is the approval process to transfer academic credits to satisfy specific degree requirements at Parker University. The course substitution policy is used to determine transfer credits from nationally and regionally accredited colleges and universities, when a student provides evidence that they have gained the course content through other course completions, and when circumstances prevent a student from completing one or more degree requirements published in the University Catalog.

II. Reason for Policy

The reason for the course substitution policy is to approve courses on a student's official transcript as substitutes to satisfy degree requirements and to provide considerations for approval. The Registrar's office, Academic Dean, or designee may utilize official transcripts and/or syllabi to substitute any required major courses. Students must complete a minimum of 25% of the total credits required through instruction at Parker University.

III. Policies that work in Unison

Transfer Credit Policy, Graduation Policy

IV. Policy

Course substitutions is the formal approval from an academic division to use one or more courses to satisfy degree requirements. Course substitutions can be used to transfer credits from another college or university, such as general education and core requirements. The registrar's office will determine transferability of credits and approve courses that meet the degree requirements per the University Catalog.

Students may request to substitute courses previously completed at another university or if an extenuating circumstance prevents a student from taking a particular course at a particular time. A Program Director or Dean may approve a course substitution if a specific course is not being offered or if students must complete a degree within a specified timeframe.

V. Procedures

- The Registrar's office will determine transferability of general education and core courses based on official transcripts
- The Course Substitution Form must be completed if a student, Program Director, or Dean is requesting a course substitution for core required courses
- Credit total must be equal to or greater than the required course
- Two or more courses within the same subject (two or more like/similar courses) may be combined to substitute for a required course
- The course level must be no lower than one course level below the required course (i.e., a 300-level course may substitute for a required 400-level course)
- Course content must be consistent with those of the required course. In some instances, students must provide a syllabus from the completed course. The course syllabus should include the required textbook(s), an outline of the course, and student learning outcomes (objectives).
- The completed form is submitted to the registrar's office for data entry.

VI. Contacts

Academic Dean, Program Director, Registrar



Contingency Plan for Failure of a New Academic Program

I. Policy Statement

The Contingency Plan for Failure of a New Academic Program will foster resilience, ensure preparedness, and enable effective response and recovery in the face of unexpected challenges or failures to a new academic program.

II. Reason for Policy

The purpose of this policy is to protect the university and its stakeholders should a new academic program fail by providing a structured approach to minimize the negative impact of the program's failure on students, faculty, staff, and stakeholders while protecting the university's reputation and ensuring compliance with regulatory and legal obligations.

III. Policies that work in Unison

Program Closure Policy

IV. Policy

Upon identification of the potential failure of a new academic program,

V. Procedures

1. Program Closure Policy

- The Contingency Plan and its steps of action will closely align with Parker University's Policy for Program Closure.

2. Assessment and Evaluation

- Upon identification of the potential failure of a new academic program, an immediate assessment will be conducted by a designated committee consisting of faculty members, administrators, and the appropriate Program Advisory Board.
- The committee will analyze various aspects of the program including enrollment numbers, student feedback, faculty engagement, financial viability, and alignment with the university's strategic goals and mission.

3. Communication Strategy

- A communication plan, developed by the Office of the Provost will be used to inform all stakeholders, including current students, faculty, staff, prospective students, and relevant external partners of the decision to discontinue the program.

- The communication will emphasize the university's commitment to academic excellence and the rationale behind the decision.

4. Student Support Services

- Current students enrolled in the failing program will be provided with personalized academic advising to explore alternative pathways for degree completion.
- Career counseling services will be extended to assist affected students in identifying potential career options and transferring to related programs within the university or other institutions.

5. Faculty and Staff Transition

- Faculty and staff members associated with the failing program will be provided with support during the transition period. This may include reassignment to other departments, professional development opportunities, or outplacement assistance.
- Efforts will be made to minimize disruptions and maintain morale among faculty and staff through transparent communication and recognition of their contributions.

6. Financial Implications

- Financial implications of discontinuing the program will be carefully evaluated and a financial analysis will be conducted to determine the extent of financial losses and any potential cost-saving opportunities.
- Reallocation of resources will be explored to mitigate financial losses and support ongoing academic initiatives.

7. Retention of Program Assets

- Valuable assets such as curriculum materials, research findings, and intellectual property developed as part of the program will be retained and may be integrated into other relevant academic offerings.

8. Reevaluation and Continuous Improvement

- The Provost's Office will provide a summary report detailing the lessons learned from the failure of the program and present it internally to inform future decision-making processes relative to curricular planning and management.

9. Stakeholder Engagement

- Ongoing engagement with stakeholders, including alumni, industry partners, and accreditation bodies, to maintain trust and credibility and establish feedback mechanisms to solicit input regarding the university's response to the program failure and opportunities for improvement.

10. Risk Management

- The university will review its risk management processes to identify gaps and vulnerabilities that may have contributed to the failure of the program.

- Mitigation strategies will be implemented to minimize the risk of similar failures occurring in the future, including enhanced due diligence in program development and implementation.

11. Reputation Management

- Efforts will be made to safeguard the university's reputation and brand in the wake of the program's failure. This may include proactive communication with media outlets, alumni networks, and other relevant stakeholders to provide context and perspective on the decision to discontinue the program.
- The university will focus on highlighting its strengths, achievements, and ongoing commitment to academic excellence and student success.

VI. Contacts

Executive Vice President/Provost
CFO



Course Certification and Syllabus Template Integrity

I. Policy Statement

Parker University mandates that the Course Certification information and Syllabus Templates are standardized content elements critical to the uniform delivery of course information and expectations across all programs. Faculty members are prohibited from making alterations to these templates or the Course Certification quizzes to ensure consistency, accuracy, and compliance with university policies and accreditation standards. This policy applies to all courses offered by Parker University, regardless of delivery method.

II. Reason for Policy

This policy is established to uphold the integrity and consistency of course information provided to students, ensuring all students have equal access to clear, accurate, and comprehensive course expectations and requirements. It supports the university's commitment to high academic standards, transparency, and fairness in the educational process, addressing the need for a standardized approach to course content delivery that meets legal, regulatory, and accreditation requirements.

III. Policies that work in Unison

Faculty Handbook

IV. Policy

A. Standardization of Course Certification and Syllabus Templates:

In collaboration with the Center for Teaching and Learning and the Dean of Student Affairs, the Academic Deans will develop and maintain standardized templates for the Course Certification information and Syllabi.

These templates will include sections on course objectives, learning outcomes, grading criteria, academic integrity, attendance policies, required materials, and other essential course information.

B. Prohibition of Unauthorized Changes:

Faculty are not permitted to make changes to the standardized Course Certification content, Course Certification quizzes, or Syllabus templates.

Requests for modifications must be submitted through the Academic Policy Sub-Committee and include a rationale for the proposed changes. Approval will be based on alignment with academic standards, regulatory requirements, and the best interests of the students.

C. Compliance and Enforcement:

The Academic Deans will review course syllabi and certification materials annually to ensure compliance with this policy.

Violations of this policy may result in disciplinary action in accordance with the Faculty Handbook and university policies.

V. Procedures

A. Template Access and Implementation:

The Academic Deans will provide faculty with access to the current standardized Syllabus Templates, and the Center for Teaching and Learning will load Course Certification information and quizzes at the beginning of each academic year or upon revision. Faculty are responsible for accurately incorporating the standardized content into their course materials.

B. Modification Requests:

Faculty seeking to propose modifications to the templates should submit their request to the Academic Policy Sub-Committee via the designated academic department head. The request must outline the proposed changes and provide a comprehensive justification, including how the changes enhance the course's educational objectives.

C. Review and Approval Process:

The Academic Policy Subcommittee will review modification requests in consultation with relevant academic committees and follow the standard policy workflow. The Academic Deans and the Center for Teaching and Learning will incorporate approved changes into the templates and disseminate them according to the Template Access and Implementation section above.

VI. Contacts

Please contact the Chief Compliance Officer for policy clarification and interpretation. For departmental or program-specific inquiries, refer to the academic department head or program director responsible for your course.



I. Policy Statement

Consistent with its goal to be a renowned and selective Doctor of Chiropractic degree program, Parker University seeks to admit those students whose prerequisite coursework, co-curricular and service activities, as well as life and professional experience, have prepared them to successfully complete the program and contribute meaningfully to the well-being of the public and the profession.

II. Reason for Policy

The purpose of this policy is to uphold the minimum admission requirements of the Council on Chiropractic Education.

III. Policies that work in Unison

DC Change of Major Policy
Readmission Policy

IV. Policy

Following the requirements of the Council on Chiropractic Education, the minimum standards for admission to the Doctor of Chiropractic degree program include the following:

1. 90 hours of undergraduate-level coursework with a minimum **3.0 GPA** from an accredited institution recognized by the US Department of Education or an equivalent foreign agency that meets the requirements for transfer of credit to Parker University. **Students requesting admission to the hybrid track must have a 3.4 GPA in the 90 hours.** All courses toward the 90 hours must be earned with a grade of C- or better.
2. 24 semester hours of life and physical sciences (within the 90 hours), at least **half** of these courses must have a substantive laboratory component.
 - Parker requires at least one course in each of the following as part of these 24 hours.
 - Human Anatomy or Human Anatomy & Physiology
 - Chemistry (General, Organic, Biochemistry)
 - The remainder of the 24-hour requirement may be satisfied by a combination of courses in the life and physical sciences. Courses in the following subject areas may help prepare students to succeed in the Doctor of Chiropractic degree program.
 - Biomechanics
 - Kinesiology
 - Physics
 - Zoology
 - Human Biology
 - Cell Biology
 - Physiology
 - Microbiology

3. Courses in the humanities and social sciences (within the 90 hours) provide a well-rounded general education background. Parker recommends courses in one or more of the following subjects be used to satisfy this prerequisite.

- English Composition
- Psychology
- Communications
- Social Sciences
- Business

4. Applicants may, at the discretion of the Admissions Committee, be required to appear for an interview or pre-admittance examination.

If at any time it is discovered that a student failed to meet entrance requirements at the time of matriculation, they will be required to come into compliance on a timetable established by the University or will be withdrawn from the University.

V. Procedures

1. Alternative Admissions Track Plan

Students who do not meet the minimum standards for admission to the Doctor of Chiropractic program but have at least a 2.75 GPA for 90 hours of acceptable undergraduate coursework may be eligible for an Alternative Admissions Track Plan (AATP). Doctor of Chiropractic applicants pursuing AATP Admissions must submit a Personal Statement. The Personal Statement should be submitted once it has been determined that the student falls short of minimum standards for admission. The student's file will then be presented to the Admissions Committee to determine if admissions will be granted. Such applicants should contact the [Office of Admissions](#) for further information. Students admitted to AATP will be provided with individualized academic plans that may include, but are not limited to, any one or more of the following: reduced course loads, required tutoring, assigned mentors, and regular progress monitoring. AATP students will be required to take the Chiropractic College Aptitude Test (CCAT).

2. Transfer from a CCE Accredited Chiropractic College or Accredited First Professional Degree Program

Students seeking transfer admission to the Doctor of Chiropractic program may receive advanced standing based on transfer credit accepted. Transfer credit for the Doctor of Chiropractic program is determined during the admissions process, and no transfer credit for Doctor of Chiropractic coursework will be awarded after matriculation. Transfer credit accepted toward the Doctor of Chiropractic degree is subject to the university transfer guidelines, as well as the following requirements:

- The applicant left the previous institution in good academic and ethical standing as verified by official documents provided by the previous institution.
- Coursework must be graduate level.
- Courses to be transferred are comparable to Parker's courses in depth and breadth of content, as well as number of credit and contact hours.

- Credit was earned at the previous institution within five years of the date of anticipated matriculation to the Doctor of Chiropractic program. (This requirement may be waived by the Dean of Academics of the College of Chiropractic for those with a first professional degree or a graduate degree in a related discipline who have been active in the workforce.)

Transfer students may be required to repeat coursework passed at the previous institution or to demonstrate proficiency via written and/or practical examinations. A transfer student may be required to audit a course for which transfer credit is awarded. Transfer credit awarded is at the discretion of the university, and all decisions are final.

Applicants who falsify or omit information from an application for transfer credit will be permanently denied admission to Parker University.

VI. Contacts

Registrar's Office
Dean of Academics, College of Chiropractic



DC Admission Policy- International

I. Policy Statement

Consistent with its goal to be a renowned and selective Doctor of Chiropractic degree program, Parker University seeks to admit those students whose prerequisite coursework, co-curricular and service activities, as well as life and professional experience, have prepared them to successfully complete the program and contribute meaningfully to the well-being of the public and the profession.

II. Reason for Policy

The purpose of this policy is to uphold the minimum admission requirements of the Council on Chiropractic Education for international students.

III. Policies that work in Unison

DC Change of Major Policy
Readmission Policy

IV. Policy

Following the requirements of the Council on Chiropractic Education, the minimum standards for admission to the Doctor of Chiropractic degree program include the following:

1. 90 hours of undergraduate-level coursework with a minimum **3.0 GPA** from an accredited institution recognized by the US Department of Education or an equivalent foreign agency that meets the requirements for transfer of credit to Parker University. Students requesting admission to the hybrid track must have a 3.4 GPA in the 90 hours. All courses toward the 90 hours must be earned with a grade of C- or better.
2. 24 semester hours of life and physical sciences (within the 90 hours), at least half of these courses must have a substantive laboratory component.
 - Parker requires at least one course in each of the following as part of these 24 hours.
 - Human Anatomy or Human Anatomy & Physiology
 - Chemistry (General, Organic, Biochemistry)
 - The remainder of the 24-hour requirement may be satisfied by a combination of courses in the life and physical sciences. Courses in the following subject areas may help prepare students to succeed in the Doctor of Chiropractic degree program.
 - Biomechanics
 - Kinesiology
 - Physics
 - Zoology
 - Human Biology
 - Cell Biology
 - Physiology
 - Microbiology

3. Courses in the humanities and social sciences (within the 90 hours) provide a well-rounded general education background. Parker recommends courses in one or more of the following subjects be used to satisfy this prerequisite.

- English Composition
- Psychology
- Communications
- Social Sciences
- Business

4. Applicants may, at the discretion of the Admissions Committee, be required to appear for an interview or pre-admittance examination.

If at any time it is discovered that a student failed to meet entrance requirements at the time of matriculation, they will be required to come into compliance on a timetable established by the University or will be withdrawn from the University.

V. Procedures

1. Alternative Admissions Track Plan

Students who do not meet the minimum standards for admission to the Doctor of Chiropractic program but have at least a 2.75 GPA for 90 hours of acceptable undergraduate coursework may be eligible for an Alternative Admissions Track Plan (AATP). International students for whom the course-by-course equivalency evaluation does not clearly match the requirements of the Council on Chiropractic Education (no distinction of graduate from undergraduate-level coursework or substantive laboratory component) may be eligible for an Alternative Admissions Track Plan (AATP). Doctor of Chiropractic applicants pursuing AATP Admissions must submit a Personal Statement. The Personal Statement should be submitted once it has been determined that the student falls short of minimum standards for admission. The student's file will then be presented to the Admissions Committee to determine if admissions will be granted. Such applicants should contact the [Office of Admissions](#) for further information. Students admitted to AATP will be provided with individualized academic plans that may include, but are not limited to, any one or more of the following: reduced course loads, required tutoring, assigned mentors, and regular progress monitoring. AATP students will be required to take the Chiropractic College Aptitude Test (CCAT).

2. Transfer from a CCE Accredited Chiropractic College or Accredited First Professional Degree Program

Students seeking transfer admission to the Doctor of Chiropractic program may receive advanced standing based on transfer credit accepted. Transfer credit for the Doctor of Chiropractic program is determined during the admissions process, and no transfer credit for Doctor of Chiropractic coursework will be awarded after matriculation. Transfer credit accepted toward the Doctor of Chiropractic degree is subject to the university transfer guidelines, as well as the following requirements:

- The applicant left the previous institution in good academic and ethical standing as verified by official documents provided by the previous institution.
- Coursework must be graduate level.

- Courses to be transferred are comparable to Parker's courses in depth and breadth of content, as well as number of credit and contact hours.
- Credit was earned at the previous institution within five years of the date of anticipated matriculation to the Doctor of Chiropractic program. (This requirement may be waived by the Dean of Academics of the College of Chiropractic for those with a first professional degree or a graduate degree in a related discipline who have been active in the workforce.)

Transfer students may be required to repeat coursework passed at the previous institution or to demonstrate proficiency via written and/or practical examinations. A transfer student may be required to audit a course for which transfer credit is awarded. Transfer credit awarded is at the discretion of the university, and all decisions are final.

Applicants who falsify or omit information from an application for transfer credit will be permanently denied admission to Parker University.

VI. Contacts

Registrar's Office

Dean of Academics, College of Chiropractic



DC Program Course Completion Policy

I. Policy Statement

To ensure timely completion of the DC program, Parker University requires students to successfully complete each course within a maximum of three attempts. Final course grades of W, F, or FA (Failed due to Absences) are not successfully completed.

II. Reason for Policy

The purpose of this policy is to ensure that students complete the Doctor of Chiropractic program in a timely manner.

III. Policies that work in Unison

n/a

IV. Policy

Satisfactory Academic Progress (SAP) requirements specific to the Doctor of Chiropractic program: To ensure timely completion of the DC program, Parker University requires that students successfully complete each course within a maximum of three attempts. Final course grades of W, F, or FA (Failed due to Absences) are indicative of incomplete course requirements and do not represent the successful completion of the course.

V. Procedures

- a. First Failed Attempt: *Academic Support* - Upon a failed attempt to complete a course, students are strongly encouraged to utilize [academic support services](#) and resources to enhance their performance.
- b. Second Failed Attempt: *Academic Warning* - If a student fails to complete a course for the second time, they will be placed on immediate Academic Warning.
- c. Dismissal after Third Failed Attempt: *Academic Dismissal* - Upon failing to complete a course for the third time, irrespective of GPA or completion rate, the student will face academic dismissal from the program with the opportunity to appeal to the Satisfactory Academic Progress (SAP) committee.

VI. Contacts

Dean of Academics, DC Program



DC Program Laboratory Participation Policy

I. Policy Statement

All students must participate in laboratory activities unless a documented disability or other extenuating circumstance requires special accommodations. Laboratory experiences include but are not limited to, the following: microscopy, chemical experiments, cadaver dissection, physical and neurological examinations, palpation and adjustment, application of physiological therapeutics, and active care techniques. Students are expected to participate as both patients and examiners/doctors in applicable laboratory experiences.

II. Reason for Policy

The Doctor of Chiropractic program includes many courses with associated laboratory experiences. The purpose of this policy is to ensure active participation and engagement in both online and in-person components of each course.

III. Policies that work in Unison

n/a

IV. Policy

To maintain the university's educational standards and ensure consistent engagement in active learning, this policy provides guidelines for lab session absences. Below are the specifics on excused absences, the consequences of exceeding these, and options for extended absences.

V. Procedures

- a. Excused Absence Limit – Excused absences may be granted for a maximum of three lab sessions. No makeup opportunities will be granted for additional missed lab sessions.
- b. Extended Absence Alternatives – Students with greater than three lab absences are encouraged to seek potential alternative options provided in other policies including dropping courses, withdrawals, and temporary grades of incomplete.
- c. Students who accumulate a total of five or more absences from the lab component, whether excused or unexcused, will receive a grade of FA (Failed due to Absences) for the entire course, including lecture and lab components.
- d. Effective May 6, 2024

VI. Contacts

Dean of Academics, DC Program
Dean of Student Affairs



Course Substitution Form

Student's Name:

Parker Student ID:

Original Course Requirement:

Substitution Course:

Supporting documentation, such as a syllabus, has been provided: ☐ Yes ☐ No

Please check the appropriate reason for substitution:

- ☐ Course has similar content
- ☐ Course is higher level course and exceeds requirements for the degree
- ☐ Course is a suitable substitution to the student's long-term career goals
- ☐ Changes to the degree program occurred after the student began the program requiring substitutions

Student's Signature

Date

Program Director's Signature

Date

Dean/Vice Provost Signature

Date

Registrar's office use only:

Date processed: _____

Processed By: _____



Drop/Add and Schedule Changes

I. Policy Statement

To provide a consistent timeframe in which a student is allowed to drop courses or make changes to their schedule without financial penalty across all terms and Subterms.

II. Reason for Policy

The current policy does not account for students who enter the university or enroll in only Subterm B of a trimester.

III. Policies that work in Unison

Schedule Change Policy
Cancellation/Deferment Policy
Withdrawal

IV. Policy

Parker University acknowledges the fifth business day of any term (four-month period of enrollment) as the official deadline to drop/add courses without financial penalty for all programs. Students who begin their enrollment in Subterm B will also be given up to the fifth business day of the Subterm to add/drop courses without financial penalty. After the drop/add deadline, students will incur charges for all enrolled courses for the term. Enrolled students are not allowed to add any courses after the drop/add deadline of the term, except for the following circumstances:

- Being accepted in a major program
- Graduating during that particular term
- Currently on a schedule gap with an opportunity to take a new course
- Failing a course
- Change of major

These exceptions must be approved by the Academic Dean. All other exceptions must come through an appeal committee comprised of senior representatives from academics, Financial Aid, and the Business Office.

Students wishing to make changes to their schedule must initiate the change by submitting a completed Schedule Change Request form to the Registrar's Office.

V. Procedures

A. New Students wishing to drop all courses within the drop/add period will be considered a Cancel/No Show.

1. The admissions counselor submits a Change In Status: New Student workflow on MyParker to cancel enrollment
2. Registrar's Office will drop courses and approve the Change In Status in the workflow
3. Admissions assigns a stage 63 code to the student's current candidacy row and finalizes the Change in Status
4. The Business Office will remove charges
5. Financial Aid will remove aid

B. New Students deferring their start date.

1. The admissions counselor submits a Change In Status: New Student workflow on MyParker to defer enrollment
2. Registrar's Office will drop courses if applicable and approve the Change In Status in the workflow
3. Admissions assigns a stage of 65 to defer the start
4. Admissions sets the MVAC requirement in maintain candidacy to complete the status
5. Admissions collects the updated enrollment agreement, tuition deposit and other requirements
6. Admissions sends the student file to academics for advising as necessary

C. Continuing students (ONLY students who are in the first class of the trimester or four-month term)

1. Complete Drop/Add form located in the forms section of MyParker
2. Obtain clearance from Academics, Financial Aid, and the Business Office
3. The Registrar's Office processes the form, files it in the student's academic file
4. Email notification is sent to the student to confirm processing via daily procedures in EX

VI. Contacts

Vice Provost

Director of Financial Aid

Registrar

Bursar



Grade Appeal Policy

I. Policy Statement

Parker University provides a mechanism for grade appeals. The process respects the judgment of faculty members, and protects the interests of students in instances where inappropriate criteria are used to determine a grade or where a faculty member does not adhere to stated procedures or grading standards. A grade appeal may apply to a final course grade or a graded assessment. The assignment of a grade is the sole right and responsibility of the instructor, reflecting his or her careful and deliberate judgment. Assigned grades are presumed to be correct. Students have the right to appeal a grade they feel was assigned in error or is perceived as prejudiced, arbitrary, or discriminatory. As this is an educational proceeding and not a legal proceeding, no other advocate may be present on behalf of either party. The student is responsible for knowing and initiating the grade appeal process; the burden of proof rests on the student. The student must file a grade appeal for a final grade or a graded assessment with the appropriate party as indicated below within three days from the date which the grade was received. Documented extenuating circumstances (such as medical complications or recall to military duty) may extend this timeline. Students needing assistance with the appeal process due to a disability or language barrier should contact the Coordinator of Accessibility and Inclusion before beginning the process.

II. Reason for Policy

To guide students, faculty and staff regarding the Grade Appeals process.

III. Policies that work in Unison

Excused Absence Policy; Grading Policy; SAP Policy; Missed Exam Policy

IV. Policy

A student may appeal a grade if they believe it was assigned in error, or perceived to be assigned in a way that is arbitrary, prejudiced, or discriminatory. The student must provide evidence to support that their grade was either wrongly calculated, assigned based on standards that differ from those applied to other students in the course, or not assigned in accordance with grading standards published in the syllabus or announced to the class. Grade reductions due to exceeding allowable absences (See programmatic student handbooks for more information) do not satisfy the conditions for Grade Appeal.

Appealing a Grade:

To appeal a grade, students must complete the Grade Appeal Form and then follow the process described below within the appropriate time frame.

Step 1: The student must first attempt to resolve the matter with the faculty member.

Step 2: If the matter is not resolved after talking to the faculty member, the student must meet with the Department Chair/Clinic Director/Program Director. The Department Chair/Director/Program Director may resolve the appeal only through the agreement of both the student and the faculty member.

Step 3: If a Grade appeal cannot be resolved at the level of the Department Chair/Clinic Director/Program Director, the grade may be appealed to the Faculty Executive Council. The Faculty Executive Council President will review the grade appeal and will convene a grade appeal subcommittee to govern the appeals process. The grade appeal subcommittee will be appointed by the FEC President and will consist of faculty members from the student's program of enrollment that are not directly involved in the determination of the grade being appealed. **The Grade Appeals Form must be accompanied by appropriate documentation provided by the student when submitted for review by the Faculty Executive Council. This must include a formal letter of appeal and all supporting documentation. Appeals submitted without supporting documentation will not be considered.**

The grade appeal subcommittee will interview the student and the faculty member separately, review all appropriate documentation, and make a determination on the grade appeal.

Step 4: The grade appeal subcommittee will present their determination and any supporting information to the Faculty Executive Council President who will ratify it. Once ratified, this decision is final.

Step 5: The Faculty Executive Council President will notify the student, the faculty member, Department Chair/Clinic Director/Program Director and appropriate Dean of the final outcome of the appeal. If the outcome of the grade appeal results in a grade change, the faculty member will process the grade change through the Registrar's Office.

Timetable for Grade Appeals

For Interim Grades

For interim grades which are awarded before the final grade:

Step 1 must occur no later than 2 school days after the grade is posted or becomes available; Steps 2 and 3 must occur no later than the third school day after the decision is received from Step 2. Steps 4 and 5 must occur no later than 5 school days after the FEC appeal is submitted.

(Appeals of a final grade cannot be utilized to adjudicate grades awarded prior to the final examination and not appealed within the time frame for appealing interim grades.

Final Grades

Step 1 must occur no later than 2 school days after the final grade is received; Steps 2 and 3 must be completed no later than the third school day of the next trimester or course; Steps 4 and 5 must be completed no later than noon of the fifth school day of the next trimester or course.

V. Procedures

The student is responsible for obtaining and completing appropriately the 'Grade Appeal Form' and any accompanying documentation. The Faculty Executive Council President will convene an ad hoc Grade Appeal Subcommittee and appoint a Chair to govern the process with representation from the faculty of the program the student is enrolled. A notification of the result to the appeal is sent to the student, faculty member and Dean by the Faculty Executive Council President. As needed, the faculty member will complete and submit a Grade Change Form to the Registrar's Office. All documents should be saved digitally to a shared University folder.

VI. Contacts

Academic/Clinical Deans

Registrar



INTERIM and FINAL GRADE APPEALS FORM

All documentation regarding this appeal MUST accompany this form to be considered.

Student Name: _____ ID # _____

Course Title: _____ Course #: _____ Grade Awarded: _____

Student Reason for Appeal: _____

Step 1: Student must first attempt to resolve the matter with the faculty member.

Date: _____ Time: _____ Resolved: Yes No

Reason: _____

Faculty Signature: _____ Date: _____

Student Signature: _____ Date: _____

Step 2: If not resolved, student must meet with Dept. Chair/Clinic or Program Director/Lead Faculty

Date: _____ Time: _____ Resolved: Yes No

Resolution: _____

Dept. Chair/Clinic or Program Dir./

Lead Faculty Signature: _____ Date: _____

Faculty Signature: _____ Date: _____

Student Signature: _____ Date: _____

Step 3: If not resolved, student must submit Grade Appeal form, formal letter of appeal and supporting documentation to the Faculty Executive Council (FEC)

Process and timeline are reviewed with the student, and they are informed they may be asked to meet with the grade appeal committee if the committee has any additional questions.

Date: _____ Time: _____

FEC Member Signature: _____ Date: _____

Student Signature: _____ Date: _____

Step 4: Grade Appeal Subcommittee Meeting/Recommendation

Meeting Date: _____ Time: _____

Committee Recommendation: Uphold Awarded Grade Recommend Grade Change

Justification: _____

Step 5: Faculty Executive Council Final Grade Appeal Decision

Date: _____ Time: _____ Uphold Awarded Grade Recommend Grade Change

Justification: _____

FEC President Signature: _____ Date: _____

_____ Date: _____

Student Printed Name

Student Signature

Student signature indicates acknowledgment of the final decision.



Grading Policy

I. Policy Statement

Evaluation is an integral part of the educational process and is used as an educational tool to help students identify problem areas, to recognize and reward achievement, and to identify students who are unable to meet the rigors of the curriculum.

II. Reason for Policy

To develop and publish a consistent grading policy. To ensure that the University's grade codes are clearly defined, fair and consistent, and do not contradict policies that work in unison.

III. Policies that work in Unison

SAP

Academic Progress Calculations

Grade Appeals

Incomplete Grade

LOA/Military Leave

Withdrawal

IV. Policy

Course grading will measure the students' knowledge and skill outcomes. The percentage of the course examinations, quizzes, homework, lab exercises, attendance, etc. that apply toward the course final grade is determined by the program and faculty for each course and are reflected in the course syllabus. These areas and percentages can change as deemed necessary by the program and faculty to improve the course(s) for the student. Refer to the Academic Catalog for specific programmatic grade appeals policy and procedure.

Grade Codes

Grade	Description	Quality Points
A	Excellent Performance. Computed in completion rate and GPA calculations.	4
B	Good Performance. Computed in completion rate and GPA calculations.	3
C	Average Performance. Computed in completion rate and GPA calculations.	2
D	Poor Performance. Computed in completion rate and GPA calculations.	1
F	Failing Performance. Computed in completion rate and GPA calculations.	0
FA	Failing due to Absences. Computed in completion rate and GPA calculations.	0
W	Withdrawal. Grade received as a result of withdrawing from a course(s) or the university. * "W" is not computed in GPA calculations; however, it is computed in completion rate.	N/A
P	Passing. Grade received in a Pass/Fail course, if successfully passed. Equivalent to a grade of "C" or higher. "P" is not computed in GPA calculations; however, it is computed in completion rate.	N/A
NG	Non-Grade. Indication that a course does not receive grades. "NG" is not computed in GPA calculations or completion rate.	N/A
NA	Non-Attendance. Grade received as a result of a withdrawn course a student did not post attendance. Not computed in GPA calculations or completion rate.	N/A

WL	Withdrawn-Leave of Absence. Grade received as a result of withdrawing due to an approved Leave of Absence. Not computed in GPA calculations or completion rate.	N/A
WM	Withdrawn-Military. Grade received as a result of a withdrawn course due to military deployment. Not computed in GPA calculation or completion rate.	N/A
AU	Audit. Grade received when auditing a course. Not computed in GPA calculations or completion rate.	N/A
WIP	Work In Progress. The course is currently in progress and the student is currently enrolled in the course.	N/A

Deadline to withdraw from a course:

Doctor of Chiropractic and Certificate of Massage Therapy	End of Week 11
7.5 Week Courses	End of Week 6
26 Day Courses	End of Day 20

Grade Scale:

Undergraduate & Certificate Programs

Grade	Numerical Value	Grade Point Value
A	90 – 100	4.0
B	80 – 89.99	3.0
C	70 – 79.99	2.0
D	60 – 69.99	1.0
F	Below 60	0.0

Grade Scale:

Doctoral & Graduate Programs

Grade	Numerical Value	Grade Point Value
A	90 – 100	4.0
B	80 – 89.99	3.0
C	70 – 79.99	2.0
F	Below 70	0.0

V. Procedures

Final course grades are due within 72 hours (maximum) following the course end date. This is exclusive of school holidays. Incomplete grades may be assigned according to the Incomplete Grade Policy.

VI. Contacts

Registrar's Office
Academic Dean





Graduation Policy

I. Policy Statement

To earn a degree or certificate at Parker University, a student must satisfy all graduation requirements. To be eligible to participate in Commencement, a student must meet certain criteria.

II. Reason for Policy

To ensure students nearing the end of their program are ready for graduation, degree conferral and eligible to participate in Commencement.

III. Policies that work in Unison

Student Code of Conduct
SAP
Tuition/Fees

IV. Policy

Graduation Requirements

Students should discuss graduation requirements with their Academic Advisor, Program Director, or Dean during their last period of enrollment. Students who apply for graduation but fail to meet graduation requirements must submit a new graduation application and pay any applicable fees. The Registrar's Office will certify the completion of graduation requirements.

To earn a degree from Parker University, students must meet the following criteria*:

- Complete all course requirements with the minimum cumulative GPA required by the program of study as defined in the Satisfactory Academic Progress Policy. A student will not be eligible to earn the degree unless the minimum SAP standards are met.
- Students in a Master's program must complete the degree requirements by earning no more than two courses with a final course grade of C.

**Individual programs may have additional criteria.*

Students should file a Graduation Application during the last term of enrollment and pay applicable fees. A student's diploma and final transcripts may be released once the following criteria have been met:

- Graduation Application is on file for the degree being earned.
- Graduation Application fee has been paid.
- Resolve any outstanding holds on student accounts (financial obligations, student affairs, etc.).
- Complete all exit paperwork required by the Financial Aid office.

Degree Conferral

For a degree to be conferred from Parker University, the student must meet all graduation requirements for the degree. Should a student receive an Incomplete grade in their final course following guidelines in the Incomplete Policy, the degree will be conferred at the next conferral date for the program.

Degree	Date Utilized	Conferral Periods per Academic Year
Doctor of Chiropractic	End of Term	December, April, August
Master's	End of Final Course	Bi-Monthly
Bachelor	End of Final Course	Monthly
Associate	End of Final Course	Monthly
Certificate – MT	End of Term	December, April, August
Certificate - CT/CIS	End of Final Course	Monthly

Commencement Participation Eligibility

Commencement ceremonies are held three times per year for students graduating in all programs – April, August and December. To be eligible for commencement participation, a student will be required to meet the following criteria:

- Complete all courses required for the degree unless approved by the Academic Dean.
- File a Graduation Application by the published deadline on MyParker.
- Must be in good standing with the university in accordance with the Satisfactory Academic Progress Policy. A student will not be eligible to earn the degree unless the minimum SAP standards are met, therefore would not be eligible for commencement participation.
- Must not be subject to any disciplinary sanctions.

V. Procedures

- 1) Regular advising sessions between student and Program Director
 - A) Student is on track and progressing toward program completion
 - B) Student is meeting SAP Standards for the program
- 2) Student submits graduation application in their last term of enrollment and pays application graduation application fees
- 3) Students should be notified of any remaining balance in their last term
 - Holds are generated based on balance existing
- 4) List of anticipated graduates is sent to Student Affairs for Commencement materials and information
- 5) Student is sent Financial Aid Exit documents to complete

VI. Contacts

Registrar, Dean of Student Affairs, Bursar, Director of Financial Aid, Academic Dean



PARKER UNIVERSITY
POLICY LIBRARY

Incentive Compensation Ban Policy

POLICY: Incentive Compensation Ban
Volume: I, 3.2
Section: Student Billing and Financial Aid
Responsible Office: Provost
Originally Issued: November 2023
Revised:

I. Policy Statement

The purpose of this policy is to ensure that Parker University is in full compliance with the U.S. Department of Education's (ED) regulations prohibiting the payment of incentive compensation based on success in securing enrollments or financial aid, as outlined in Title IV of the Higher Education Act of 1965, as amended (HEA).

II. Reason for Policy

Section 487(a)(20) of the HEA mandates that the "institution will not provide any commission, bonus, or other incentive payment based directly or indirectly on success in securing enrollments or financial aid to any persons or entities engaged in any student recruiting or admission activities or in making decisions regarding the award of student financial assistance.

The [Dear Colleague Letter \(DCL\) GEN-11-05](#) provides additional guidance on the final regulations published on October 29, 2010, addressing program integrity. This DCL clarifies Covered and Exempt activities of incentive compensation for both university employees and third-party service providers of recruitment, admissions, registration, and financial aid services.

This policy codifies Covered and Exempt activities for Parker University.

III. Policies that work in Unison

Parker University Employee Handbook
Parker University Faculty Handbook

IV. Policy

Prohibition of Incentive Compensation: No employee or third-party contractor of Parker University involved in recruitment, admission, registrar, or financial aid activities shall receive any commission, bonus, or other incentive payment of any kind based directly or indirectly on their success in enrolling students or obtaining financial aid.

Compensation Structure: Compensation, including salaries and bonuses, for staff involved in recruitment, admission, registrar, and the awarding of financial aid shall be based on a fixed schedule or predetermined factors that do not include the number of students enrolled or the amount of financial aid awarded. Table 1 below illustrates Covered Activities and Exempt Activities to help guide the University. Table 2 guides which types of payments are considered direct or indirect incentive compensation.

Table 1

<i>Covered Activities</i> <i>Activities that are ALWAYS subject to the ban on incentive compensation</i>	<i>Exempt Activities</i> <i>Activities not subject to the ban on incentive compensation include the following unless the activities of the employee or entity also involve a covered activity.</i>
<i>Recruitment activities, including:</i> Targeted information dissemination to individuals; Solicitations to individuals; Contacting potential enrollment applicants; aiding students in filling out enrollment application information	<i>Marketing activities, including:</i> Broad information dissemination; Advertising programs that disseminate information to groups of potential students; Collecting contact information; Screening pre-enrollment information to determine whether a prospective student meets the requirements that an institution has established for enrollment in an academic program; Determining whether an enrollment application is materially complete, as long as the enrollment decision remains with the institution
<i>Services related to securing financial aid, including:</i> Completing financial aid applications on behalf of prospective applicants (including activities that are authorized by the Department, such as the FAA Access tool, which can be used to enter, correct, verify, or analyze financial aid application data)	<i>Student support services offered after the point at which financial aid is allowed to be disbursed for a payment period, including:</i> General student counseling; Career counseling; Financial aid counseling, including loan management; Online course support - both professional services and computer hardware and software; Academic support services, including tutoring, aimed at student retention, whether that support is provided prior to attendance in classes or after attendance has begun
	<i>Policy decisions made by senior executives and managers related to the manner in which recruitment, enrollment, or financial aid will be pursued or provided, such as, e.g., decisions to admit only high school graduates</i>

Table 2

<i>Types of payment that are direct or indirect payment of incentive compensation</i>	<i>Types of payment that are not direct or indirect payment of incentive compensation</i>
"Tuition sharing" as a measure of compensation when based on a formula that relates the amount payable to the entity to the number of students enrolled as a result of the activity of the entity	Tuition as a source of revenue from which compensation is paid to an unrelated third party for a variety of bundled services (Example 2-B)
Profit-sharing plans from which distributions are made to individuals based on the number of students enrolled by virtue of covered activities by the recipient (section 668.14(b)(22)(ii)(B))	Profit-sharing plans, including 401(k) type plans, from which distributions are made to individuals on a basis that is neutral with respect to the role the recipient plays in student recruitment or the securing of financial aid

Salary adjustments that take the form of incentive payments based directly or indirectly on success in securing enrollments or financial aid	Employee benefits plans offered to all employees on a basis that is neutral with respect to the role the recipient plays in student recruitment or the securing of financial aid
Payments based on the application of an admissions policy	Cost of living adjustments (COLAs)
Bonus or other payments based on success in securing enrollments or financial aid	Compensation adjustments based on seniority
	Payments to faculty based on student class size or academic achievement
	Payments to senior executives with responsibility for the development of policies that affect recruitment, enrollment, or financial aid
	Payments based upon securing student housing or other student services, including career counseling
	Volume-driven arrangements based on services that are not recruitment or securing of financial aid

V. Procedures

Requests for Incentive Compensation: To ensure compliance with this policy, all requests for payments that are not incentive compensation for securing enrollments and/or awarding financial aid will be submitted to the Office of the Provost for approval prior to payment by Human Resources and Payroll.

Monitoring and Audits: The Office of Compliance shall conduct periodic internal audits to verify compliance with this policy. Findings shall be reported to the Provost.

Training: All leadership involved in human resources, payroll, recruitment, admission, registrar, and financial aid activities will undergo periodic training to ensure an understanding of this policy and the associated federal regulations.

Penalties for Non-Compliance: Any violation of this policy may result in disciplinary action in compliance with the University employee and faculty handbooks and potential loss of eligibility for Parker University to participate in federal student aid programs.

VI. Contacts

Office of the Provost



Incomplete Grade Policy

I. Policy Statement

An Incomplete "I" is a temporary grade which may be given at the instructor's discretion to a student when illness, military service, necessary absence, or other reasons beyond the control of the student have prevented completion of course requirements by the end of the course. The student and instructor must complete the associated Incomplete Grade Contract, obtain the necessary signatures, and file it with the Office of the Registrar.

II. Reason for Policy

Parker University is committed to supporting our student body throughout their time with us. This entails supporting them through challenges of life that may be beyond their control and which keep them from completing coursework. Parker also supports students' academic progress toward their graduation, so this policy allows for incomplete grades with defined guidelines on how to ensure the student continues their coursework progression.

III. Policies that work in Unison

Related Policies:

- Satisfactory Academic Progress (SAP)
- Attendance

Relevant Forms:

- [Incomplete Grade Contract](#)
- Grade Change

IV. Policy

Incomplete grades may be given **only** in the following circumstances:

- The student's work to date is sufficient to complete the course with a passing grade;
- Attendance has been satisfactory through at least 70% of the term or course, whichever is shorter;
- When warranted and at the discretion of the faculty member, the student must provide third-party documentation demonstrating that an illness, military service, or other extenuating circumstance legitimately prevents completion of required work by the end of the course;
- Required work may reasonably be completed in an agreed-upon time frame that is within 14 calendar days from the last date of the course in which the Incomplete is earned and does not require the student to re-take any portion of the course; this is exclusive of school holidays and scheduled laboratory time.
- The incomplete is not given as a substitute for a failing grade;
- An incomplete grade cannot be granted in the final course with the exception of clinicals;
- And the incomplete is not based solely on a student's failure to complete work or as a means of raising their grade by doing additional work after the grade reporting time.

Appropriate grades must be assigned in all other circumstances. A failing grade and last date of attendance should be recorded for students who cease attending class without authorization. Students who are unable to complete a course and who do not meet these circumstances should consider withdrawing from the course with the understanding that this may impact their eligibility for Financial Aid under the Satisfactory Academic Progress policy.

V. Procedures

Process:

1. The student initiates the request for an incomplete grade with their instructor before the end of the course by completing Sections I and II of the Incomplete Grade Contract and emailing it to their instructor.
2. The student's request to the instructor must document the reason for the incomplete request that demonstrates that the student's inability to complete their work is beyond their control. Examples include, but are not limited to, illness, family emergency, a hospitalization admittance and release, or a letter of military deployment. The requirement to have third-party documentation can be waived based on extenuating circumstances as defined in the catalog.
3. The instructor and student must discuss the terms of the Incomplete Grade Contract. The discussion:
 - a. should be in person, Teams, or on the phone;
 - b. must include the details of the coursework to be completed;
 - c. must include the date by which coursework must be completed (Incomplete Grade Deadline);
 - d. must review the grade that will be submitted if the student does not complete the assigned work within the timeframe.

NOTE: Incomplete coursework must be made up and final grades submitted within 14 calendar days from the last date of the course in which the Incomplete is earned.

4. The Instructor will enter a grade of "I" for the student during the grade submission process on MyParker at the conclusion of the course.
5. The Instructor will also send the Incomplete Grade Contract and documentation of reason to the Office of the Registrar (askregistrar@parker.edu).
6. The Office of the Registrar will attach the Incomplete Grade Contract and documentation of reason to the student's record in Jenzabar (Notepad).
7. Instructors, their Program Directors or Chairs, and the Deans will receive an automated report reminder each Tuesday and Friday of outstanding Incomplete grades via email.
8. The instructor is responsible for completing the [Grade Change form](#) with the final grade and submitting it to the Office of the Registrar (askregistrar@parker.edu) upon completion of the coursework, which can be no later than the Incomplete Grade Deadline. Any grades not entered by the deadline will receive an automated incomplete/failing "I/F" grade.
9. The Department of Online and Instructional Technology will use the Incomplete report to manage opening and closing the courses within Blackboard.

Conditions:

- It is in the student's best interest that incomplete grades be made up by the beginning of the following academic course/term. Incomplete grades must be made up and final grades submitted to the Office of the Registrar, via a [Grade Change form](#), within 14 calendar days from the last date of the course in which the Incomplete is earned.
- The course work may be completed while the student is not enrolled.
- The instructor may identify a default grade on the Incomplete Contract form which will appear on the transcript should the Incomplete Grade Deadline lapse without further action on the part of the student. If no grade is identified by the instructor by the

Incomplete Grade Deadline, an automated incomplete/failing "I/F" grade will be assigned.

- This policy affects Incomplete Grades given in the Fall of the 2020-2021 academic year and thereafter. For outstanding Incomplete Grades prior to the Fall of 2020, the instructor or Program Director will need to meet with the student and file the Incomplete Grade Contract and documentation of reason with the Office of the Registrar (askregistrar@parker.edu).
- No incomplete grade extensions will be granted for the final course before graduation, except for clinical coursework.
- An Incomplete grade may not be considered passing for purposes of determining academic standing and progression in Satisfactory Academic Progress. This may impact disbursements of federal financial aid.
- Notation of the original Incomplete status of the grade remains on the student's transcript along with the final grade.
- Only in the most extenuating circumstances will extensions be granted beyond the original Incomplete Grade deadline. The instructor must:
 - Meet with the student;
 - Complete a new Incomplete Grade Contract
 - Add reason for the extension to the Additional Information section
 - Extensions must be signed by the student, instructor, Department Chair/Program Director, and the supervising Dean;
 - And, file Incomplete Grade Contract and documentation of reason with the Office of the Registrar (askregistrar@parker.edu).
 - With an extension, a final grade must be assigned within 60 calendar days of the course end date in which the Incomplete was earned. No additional extensions beyond 60 calendar days will be given unless approved by the Provost.
- Students who receive an incomplete grade in a course must not reregister for the course to remove the "I".

Incomplete Grade Contract: attached

VI. Contacts

Office of the Registrar askregistrar@parker.edu



Incomplete Grade Contract

See Incomplete Grade policy in the [Academic Catalog](#). Student is to complete Sections I and II for submission to their instructor. Instructor and student should meet to discuss and agree upon the stipulations of Section III.

SECTION I – STUDENT PERSONAL INFORMATION			
ID#:		Name:	
Advising Session Date:		Major:	
Reason for Request:			

SECTION II – COURSE INFORMATION			
Course#:		Title:	
End Date:		Instructor:	

% of Coursework to Date		Final Grade if Work Not Completed:		Deadline for Completion:	
Additional Work to Complete Course					
Additional Information:					

SECTION IV – SIGNATURES			
Student:		Date:	
By signing this Incomplete Grade Contract, I certify that I have read the Incomplete Grade Policy and agree to the terms of the contract including the required assignments, due date, and my final grade if I do not meet these terms.			
Instructor:		Date:	
Program Director (if applicable)		Date:	
Dean (if applicable)		Date:	
Registrar:		Date:	



LMS Management and Archival Policy

I. Policy Statement

To maintain storage capacity contracted with the Learning Management System (LMS) vendor, Parker University will collaborate with the Parker University Information Technology (IT) department to store, archive, and delete LMS content. This policy ensures that the LMS supports the Parker University community efficiently and effectively.

II. Reason for Policy

This policy provides approved guidance procedures for managing the LMS while staying within the special accreditation requirements for various programs during site visits and program preparation for site visits.

III. Policies that work in Unison

Parker University policies that work in unison with this LMS Management and Archival Policy:

- Backup Policy
- Acceptable Use Policy
- Data Access Policy

This policy also works in unison with university best practices concerning external storage, student retention, record retention, and grade appeals.

IV. Policy

Definitions

- a) **Courses:** Any course created and listed in the LMS, including:
- i) **Academic Courses:** These courses populate into the LMS through the Student Information System integration process and provide the course information. For example, course id number and title of course, start date, and course memberships assigned to the course. This integration population occurs 30 days prior to a course start date. These courses are also referenced as live courses in the LMS.
 - ii) **Sandbox Courses:** These are playgrounds created for testing purposes for faculty to recreate or troubleshoot specific scenarios and practice their course development skills without interrupting the master course template, previously taken courses, or an active live course. Sandbox courses can be assigned at the program level, course level, or faculty level.
 - iii) **Templates:** These courses are known as Master Course Templates. Each course has a template created during a new program roll-out. This helps the curriculum be developed before opening a new program. Templates reflect the instructional design and the mapping of learning objectives. Once the template is created and approved, only the faculty with preapproved access and the LMS support team should update this template.
 - iv) **Organization Courses:** These courses differ based on how they are created and maintained in the LMS. Unlike academic courses, these are not created through the integration process. This manual process requires support from the LMS admin team, the club president, or selected internal department representative management. Enrollments can be requested by members or self-enrolled, requiring very little lift for

- the LMS admin team. Examples of organization courses include Human Resources Leadership Academy, Online Student Orientation, and Faculty Development courses.
- v) **Canceled Courses:** These courses occur in the LMS when course offerings change, too many sections were created for the same start date, or a course is no longer in the current curriculum. Course offerings may or may not have had students enrolled in Jenzabar, creating disabled students resulting from changes that were processed in Jenzabar.
 - vi) **Courses with No Enrollment:** These courses were created but did not have any enrollments in Jenzabar.
- b) **Disabled Users**
- i) **Disabled students** are created through a Jenzabar integration process. This occurs when a student is dropped during the add/drop period or if a student withdraws during a trimester. These students can be identified in the LMS Admin Access panel with a red prohibited circle in the enrollment area. Students who are withdrawn from a course can no longer view the work submitted, only the tracking of the activity submissions.
 - ii) **Disabled faculty** are added and removed from sections in Jenzabar. The Parker University IT integration team enables the LMS system admin to provide LMS-only access to the course upon request. Without a request, the LMS admin can add disabled faculty to the next course offering.
- c) **Orphaned Content:**
- i) **Orphaned by Owner:** When a user is removed from the LMS, their content is considered orphaned. Every 24 hours, the LMS refreshes data. The LMS support team manages the removed user's content before the data refreshes. If the content is not managed prior to the refresh, it is considered orphaned. If the content remains orphaned, the LMS support team can – (1) change the owner, (2) export the content, (3) move the content, or (4) delete the content.
 - ii) **Orphaned by Location:** Content remaining after LMS changes without a location is considered orphaned by location. This applies to both courses and organizations. Like content orphaned by the owner, the LMS admin can – (1) change the owner, (2) export the content, (3) move the content, or (4) delete the content. This enables the university to reuse course IDs if needed.
- d) **External Storage Site:** The Parker University Information Technology department maintains off-site storage solutions. When courses are archived, The LMS support team transfers files to the storage area from the LMS. The support team retains snapshots of stored courses pending legal matters if applicable.
- e) **Attendance Pro:** This software generates attendance reports based on student participation in the LMS. There are two storage locations - one in the LMS and one in the external storage site.
- f) **MS SQL Studio Server:** This Microsoft suite process the IT Department uses for data retrieval to assist with integration and attendance data.
- g) **Echo360:** This external media storage enables faculty to generate videos outside of the LMS (e.g., Class Collaborate which was formerly Blackboard Collaborate). Echo360 offers videos, polling questions, tracking video history, interdepartmental playlists, transcripts, and closed captions. It allows faculty to add participation to grade books based on activities.
- h) **Course File:** When faculty upload content into the LMS, this content creates course files, like a computer's file manager. Instructors can manage various file types and images for exams and Instructional design.

Criteria for Deleting Courses:

- a) **Courses with Disabled Students:** Courses with dropped students or duplicated canceled sections can be deleted from the LMS environment at least one full trimester after the course end date.

- i) Courses with both students and disabled students will remain as is and will not be deleted.
- b) **Sandbox Courses:** For faculty assigned more than one Sandbox course, the faculty will select which to retain, and the remainder will be reassigned or deleted.
- c) **Courses with No Enrollment:** Courses with dropped faculty or duplicated canceled sections can be deleted from the LMS environment at least one full trimester after the course end date.
- d) **Courses with Orphaned Content:**
 - i) **Orphaned by Owner:** Based on the following criteria, orphaned content remaining after the 24-hour system data refresh will undergo the following by the LMS admin:
 - (1) Owner Change: With enough advanced notice, the orphaned content can be reassigned to a new owner. For example, if a faculty member retires and the academic department has identified a new faculty to teach the course.
 - (2) Export: Instead of moving or deleting, the content can be relocated using the archival process to retain content in case it is needed at a future date.
 - (3) Move: The content can be relocated to another area in the LMS, such as another course.
 - (4) Delete from the LMS environment at least one full trimester after the course end date.
- e) **Orphaned by Location:** This applies to both courses and organizations. The LMS Admin will delete the course and all files from the LMS environment at least one full trimester after the course end date.
- f) **Courses with Duplication of Content:**
 - i) When the LMS support team identifies duplicated content, they will work with the lead faculty member to reduce or remove content.
 - (1) File names listed with a numerical suffix, such as “Document (1)” or “Document (2)” often indicate duplicated identical content that can be removed or overwritten by the faculty member.
 - (2) Retained duplicated content, at minimum, should adhere to the Course File Requirements, listed below.

Criteria for Archiving Courses: Archival of courses will occur as follows.

- a) Academic courses older than 5 years will be archived and stored in the designated area by the IT Department:
 - i) The course content and grades (no student submission activity) will be moved to the external storage site.
 - ii) A full archive with student submission activity can be requested before the archival date.
- b) Attendance Pro files maintained in the LMS will be archived 5 years after the course start date.

Criteria for Deleting Courses: Deletion will occur in the following situations:

- a) Archived courses will be deleted from the external storage site 3 years after the course’s archival date.
- b) Attendance Pro files will be deleted 2 years after the archival date.
- c) Other criteria: Courses can be deleted by emailed request from the Program Director or Dean through ServiceNow.

Course File Requirements: File maximum sizes for documents and images and maintain purchased storage vendor contracts.

- a) **Course Content:** Course content created by faculty should not exceed the parameters provided by the Learning Management System.

- a. **Student Submissions:** Student assignments allowing students to upload files, such as videos, should provide guidance to students consistent with the parameters provided by the Learning Management System.
- b. Media file sizes larger than the parameters provided by the Learning Management System should be stored externally, such as through Echo 360 or OneDrive.
 - a. Common file size contributors include collections, transcripts, polls, attendance viewing tracking for videos, and closed-captioned files.

V. Procedures

The following outlines the procedures for deleting and archiving LMS content and the process for exceptions and non-compliance.

Archival: The process for archival is as follows:

1. All course media and files will be transferred to a specified external location.
2. Media and course files will be removed from the LMS.

Deletion: The process for deletion is as follows:

1. All course media and files will be deleted from the external storage site.

Exceptions: Any exceptions to the policy must be submitted via email to the Director of the Center for Teaching and Learning at least 6 months in advance of deletion or archival.

Non-Compliance: Violation of this policy may result in disciplinary action, including termination for permanent and temporary employees; a termination of employment contract in the case of contractors or consultants; dismissal for interns and volunteers; or suspensions or expulsion in the case of a student.

This policy does not include storage with third-party vendors or content stored outside of Blackboard Course. For example, Proctorio video files are stored on Proctorio's servers and access through Blackboard (but not stored in Blackboard).

VI. Contacts

For questions concerning this policy, please contact the Director of the Center for Teaching and Learning.



Leave of Absence Policy

I. Policy Statement

Unforeseen circumstances may arise prompting the need for a student to take a temporary leave of absence from their studies. As defined in the Leave of Absence policy, students may take a leave in order to address these situations.

II. Reason for Policy

Parker University is committed to supporting our student body throughout their time with us. This entails supporting them through challenges of life that may be beyond their control and which cause them to take a temporary leave of absence from their studies.

III. Policies that work in Unison Readmission Policy Withdrawal Policy

IV. Policy

Leave of Absence Policy

A leave of absence (LOA) is a temporary interruption in a student's program of study and cannot exceed 120 days in any twelve-month period. A leave of absence can be voluntary, due to a medical condition, or related to military deployment. Students may apply for a personal leave of absence for any reason; however, the request for a personal leave of absence must be submitted prior to the start of a new semester. A student may request a medical leave of absence if temporarily unable to continue their program due to an illness or injury and students can apply at any point during an existing semester. A leave of absence can impact a student's financial aid therefore the student must promptly consult with their Academic Dean and the Financial Aid office to determine how their financial aid may be affected. Students who do not qualify for an approved leave of absence should submit an institutional withdrawal request as outlined in the Withdrawal Policy.

Generally, students are limited to one leave of absence in any twelve-month period. However, a second leave of absence may be granted if the total number of days does not exceed 120 days in any twelve-month period. A leave of absence is granted only when there is a reasonable expectation a student will return to school at the expiration of the leave of absence. To be eligible to apply for a leave of absence, a student must have completed one full term at Parker University. The student must submit a leave of absence request form to their Academic Dean prior to the start of a semester. An exception to this policy may be made for a student with a medical emergency or military deployment.

When a student returns from an approved leave of absence, the student must resume training at the same point in the academic program that they began the leave unless directed to do otherwise by the Program Director or Academic Dean. Students taking an approved leave of absence do not incur any additional charges for the period of the approved leave beginning with the next full class following an attempted course.

If a student does not return to school on their intended return date of an approved leave of absence, the student will be withdrawn from the university. The student's last day of attendance will be used to calculate charges, refunds and/or return to Title IV funding. A consequence of failing to return from a leave for students who have received federal student loans is that most of a student's grace period may be exhausted and student loan repayment may begin immediately. In the event the student wishes to return after being withdrawn from Parker University, the student must apply for re-admission.

Request a Leave of Absence (LOA) (for students):

- The student is responsible to submit a personal or medical leave of absence request to the Academic Dean prior to the start of the semester. A personal leave of absence should be requested and approved prior to the start of a new semester. Exceptions can be made by the Dean on a case by case basis.
- The student will document intent to return on a specified date to complete the course of study.
- The leave of absence shall not exceed 120 days in any 12-month period

Reasons for a leave of absence:

- Illness of self or a family member
- Death in family
- Birth of a baby or situations covered under the Family and Medical Leave Act of 1993
- Financial difficulty
- Military duty
- Jury duty
- Other circumstances approved by the Academic Dean, Director of Financial Aid, and Registrar
- All other absences will be considered an unapproved leave of absence and will result in the student being withdrawn from Parker University per the attendance policy. Students must apply for re-admission if they wish to return to Parker.

Approval Process (for administration):

- After the student submits the LOA request the academic, bursar, and financial aid departments will approve the request. The registrar will process the request for LOA.
- The academic department is required to provide academic counseling with the student via phone or email. Special attention should be focused on the ability of the student to complete the course of study upon returning to the university.
- The financial aid and business departments will counsel the student with an emphasis on Title IV regulations for failure to return from LOA.

Failure to return:

- Failure to return from an approved leave of absence shall be considered a withdrawal. The withdrawal date will be effective on the last date of attendance to determine return of Title IV funding.

Military Deployment Policy

Military students must provide a copy of orders to request a withdrawal or leave of absence for Military Duty. No academic penalty will be given for deployment. Parker University offers several options for students who are deployed and are unable to complete their course work.

Accommodations for Short-Term Absence (up to 10 days):

Enrolled students who are members of the U.S. Armed Forces, National Guard, and Reserves who are unable to attend a class for **10 days or less** are encouraged to consult with their instructor about finishing the course early or to make up assignments if the student can return to the class before the end date. If the student is not able to complete the course, they may be eligible to receive an Incomplete (I) grade.

- The student is responsible for notifying their instructor and Program Director/Academic Dean within two days of receipt of orders and before missing scheduled classes, exams, and assignments.
- The instructor will provide reasonable accommodations for coursework such as, but not limited to

- Rescheduled or alternative assignments, quizzes, and exams
- Alternative dates and times for presentations
- Opportunities to make up missed participation/discussion board points
- Offering online alternatives for in-person content

Military Short-Term Leave of Absence (11 days or more):

Enrolled students who are members of the U.S. Armed Forces, National Guard, and Reserves who are unable to attend a class for **11 consecutive calendar days** within a term will have the opportunity to complete the course requirements.

- The student is responsible for notifying their instructor and Program Director/Academic Dean within five days of receipt of orders and before missing scheduled classes, exams, and assignments.
- The instructor will provide the student with an opportunity to complete the course requirements with reasonable due dates to accommodate the excused absence.
- The instructor may grant an Incomplete (I) grade if the dates of military orders are near the end of the course.
- Extensions are possible given mitigating circumstances. Extension requests will be evaluated on a case-by-case basis with approval from the Academic Dean.

Military Leave of Absence (MLOA):

An undergraduate or graduate student who is a member of the U.S. Military, National Guard, or other armed forces reserves may be granted an MLOA when ordered to report for duty. Students may apply for an MLOA if they are called for active-duty deployment, mandatory training or drills, reassignment to a different military base, natural disaster responses, and travel days for **30 days or more**.

- The student must notify the Program Director/Academic Dean within five days of receiving military orders for deployment.
- Placed on leave for up to 180 days or withdrawn with the opportunity to return according to the Readmission Policy.
- If a student does not qualify for an Incomplete grade, a grade of WM will be assigned.

NOTE: Veterans' Administration benefits and some Title IV funds may not cover the cost of repeating courses. Students should speak with the School Certifying Official of the Financial Aid office for further details.

V. Procedures

- 1) Student discusses with their Academic Advisor/Program director of their desire to request a Leave of Absence. Academic Advisor/Program Director determines eligibility and instructs the student to submit the LOA Request form.
- 2) After the student submits the LOA request, the academic, bursar, and financial aid departments will approve the request.
 - The academic department is required to provide academic counseling with the student via phone or email. Special attention should be focused on the ability of the student to complete the course of study upon returning to the university.
 - The financial aid and business departments will counsel the student with an emphasis on Title IV regulations for failure to return from LOA.
- 3) Once approved, the Registrar will process the request for LOA.
 - LOA tables are updated in Jenzabar and Exit Information is entered. The student is notified of approval and confirmation of anticipated date of return.
- 4) When the student is ready to reenroll at the end of the approved leave, they must submit a readmission application. If the student does not return by their anticipated date of return, they will be fully withdrawn from the university and will be responsible for any balance that may be owed.

VI. Contacts

Registrar, Director of Financial Aid



Library Resources Policy

I. Policy Statement

The selection of resources for the university library requires input and evaluation across the university community. As new programs are developed, and as existing programs evolve, a system of election of resources must be in place. This policy defines the mechanism by which faculty members or administrators provide input and recommend library resources designed to support Parker University programs and courses.

II. Reason for Policy

The Library collection is intended to be a curated core collection sufficient in scope and breadth to support curricular offerings as determined by the school's mission. All materials should be related directly to Parke University's fields of study, and some collections may involve complementary fields. This focused scope allows the library to tailor its collection to consist of materials that are most relevant to preparing continuously improving, results-focused graduates while supporting those already working in their fields of discipline.

III. Policies that Work in Unison

N/A

IV. Policy

The mission of Parker University Library is to create an environment that is responsive to the individual's information needs for teaching, learning, research, and healthcare by providing quality resources, facilities, resource sharing, and instruction.

A primary function of the library is to provide the faculty, staff and students of the university with those materials needed for current teaching and research programs. One valuable function is to provide for general informational needs as well as sufficient breadth and depth of materials to assist those many self-directed and independent studies which are not spelled out in the educational curriculum and formal research and degree programs. The library, further, must be informed of forthcoming research and degree programs since certain lead time is necessary to budget for and acquire materials which will be needed. For this reason, it is essential that professional librarians be actively involved in the planning of any curriculum which requires library resources.

The collection development policy must also take into consideration the fact that the library is part of a national network of libraries through the Online Computer Library Center, Inc. (OCLC) The Library also provides electronic resources, including full-text databases and eBooks. The library utilizes interlibrary loan for borrowing infrequently used materials that are not available at Parker University Library.

Collection Development

Collection development is the Library's program to identify, select, evaluate, and discard materials. Our goal is to make the Library collection easy to use while meeting our patrons' information needs. We primarily collect material that supports Parker University curriculum, accreditation standards, and enhancement of instruction. Usage is the primary consideration for selection and de-selection of materials.

All materials added to the collections should be appropriate for the general academic and casual edification of a student population enrolled in undergraduate, graduate and certificate programs offered by the institution. The physical and digital library collections at Parker University Library includes resources that will support students in the completion of all programs offered at the university. Additionally, e-resources provided by EBSCO, ProQuest and TexShare aim to provide materials that are targeted to the unique programs that are available remotely. Intercampus sharing of resources is highly recommended. Duplication of resources should be minimized. The collection should be reviewed and inventoried on a regular basis to ensure appropriate currency, depth, and usage of the collection.

Definition of Library Resources

Library resources are defined as print and nonprint instructional materials (e.g., books, eBooks, electronic resources including, sound and visual recordings, streaming media, databases, etc.) organized and housed for retrieval and use by the members of the university community to fulfill the mission and functions of the university and its curriculum. It is the responsibility of The Parker University Library.

V. Procedures

Subject-Specific Collection Development Guidelines

Subject-specific collections should be developed and reviewed in collaboration with departmental faculty to ensure that these collections meet any specific accreditation standards needed. It is the intention of the Parker University Library to meet all program accreditation standards with all courses.

General Guidelines for Selection

The selection of materials is a collaborative process. Any student, faculty, or staff member may recommend materials be added to the collection by accessing and completing the online form. Final selection of materials is based on reviews, recommendations, listings of notable books, and subject bibliographies. Librarians use both qualitative (faculty response) and quantitative (size, age, potential use, and cost) data in the selection of materials. Cooperative sharing of resources is considered in both selection and retention of materials. Parker University Library does not normally purchase textbooks or provide access to electronic textbooks for the library collection.

Criteria for Selection

Materials are selected if they are deemed appropriate and relevant to the college curriculum and to the strengthening of the collection meeting high standards of quality in content and format Currency and having enduring value representing diverse viewpoints de-selection.

New Program Materials

Parker University Library employs a multi-faceted approach to building and managing collections appropriate to the degree programs and research needs of faculty and students at the university.

Collections in specific disciplines are assessed in the process of academic program review and accreditation by the Coordinator of Collections. The Coordinator of Collections also oversees the Information gathered through assessment tools and permits the Coordinator to evaluate the sufficiency and adequacy of the collections.

Analyses for New Program Review

Upon receipt of the program proposal the Library Director develops an analysis of library holdings which includes:

1. Developing lists of discipline specific core scholarly journals & databases holdings.
2. Analyzing e-book collection holdings and creating counts by Library of Congress class and discipline.
3. Identifying scholarly journal impact factors in disciplines associated with graduate program proposals.
4. Identifying general information resources for both undergraduate and graduate program proposals.
5. Holdings in targeted Library of Congress classification ranges are inventoried and compared by the Coordinator to peer and aspirant universities, other university academic programs, or predefined university clusters in OCLC's Collection Evaluation.
6. The library report submitted is part of a comprehensive program review report.

Accreditation and Reaffirmation of Academic Programs

Some academic programs at Parker University have programmatic accreditation. Upon receiving notice of an academic program accreditation or reaffirmation, the Library Director facilitates the preparation of a report based on suggested guidelines of the academic program's accreditation organization.

The content of collections analysis reports for accreditation and re-affirmation differ depending on the requirements of the accreditation guidelines but can include:

1. Narrative of scope of library holdings in discipline areas.
2. Discipline specific scholarly journals & databases holdings.
3. Discipline specific collection holdings of books and e-books.
4. Fiscal analyses of fund expenditures in subject areas.

This policy is effective immediately. To obtain approval for an exception to this policy, please work with the appropriate Dean. The Dean will seek additional approval of the exception from the Vice Provost or Provost as necessary.

VI. Contacts

Associate Provost

Director of Library Services



Official Transcripts for Determining Grade Level

POLICY: Official Transcripts for
Determining Grade Level
Volume: Volume I, 3.3
Section: Student Billing and Financial
Aid
Responsible Office: Provost
Originally Issued: November 2023
Revised:

I. Policy Statement

This policy applies to all associate and bachelor's degree-seeking students applying for financial aid at Parker University to ensure the most accurate offer of student loans through the submission of official transcripts to determine grade level. Failure to comply may result in a decrease in Direct Loan eligibility.

II. Reason for Policy

The purpose of this policy is to provide clear guidelines for determining an undergraduate student's grade level for financial aid eligibility at Parker University. This policy ensures accuracy, fairness, and federal and institutional compliance.

III. Policies that work in Unison

Office of Financial Aid Policy and Procedure Manual
Parker University Academic Catalog - University Transfer of Credit Policies and Procedures

IV. Policy

Undergraduate students applying for financial aid must submit their official transcripts no later than five (5) business days before the start of their first enrollment period for which financial aid is being sought.

Official transcripts received after the five (5) business day deadline will not be used to determine grade level or financial aid eligibility for the enrollment period. However, these transcripts will be considered for future terms' grade level and financial aid eligibility.

Students providing only unofficial transcripts will be provisionally classified as Grade Level 1 for financial aid awarding purposes at Parker University. This preliminary classification remains in effect until official transcripts are submitted and verified by the Registrar's Office.

V. Procedures

The Office of the Registrar evaluates and awards transfer credit based on official transcripts and updates Career Hours within Jenzabar with the accepted transfer hours. The Office of Financial Aid utilizes the student's Advising Worksheet (in Student Information System) to determine loan eligibility and award students based on the Grade Level Progression listed below. This information is also detailed in the Office of Financial Aid Policy and Procedure Manual:

Dependent Undergraduates

- Grade Level 1 (0-24 credit hours)
- Grade Level 2 (25-48 credit hours)
- Grade Level 3 and above (49+ hours)

Independent Undergraduates & Dependent Students whose parents cannot get PLUS

Grade Level 1 (0-24 credit hours)

Grade Level 2 (25-48 credit hours)

Grade Level 3 and above (49+ hours)

Using the Grade Level Progression Check report, the Office of Financial Aid will then reevaluate each undergraduate student's financial aid offer between the add/drop day and the census snapshot date of each enrollment period. This reevaluation is to ensure that loan amounts align with the correct grade level, as verified by official transcripts.

Because the Office of the Registrar requires official transcripts from all students before enrollment in their second term, the Office of Financial Aid will follow the same process to validate 2nd term loan awards for undergraduate students prior to disbursement.

Students may request a mid-term reevaluation of their financial aid offer through the Professional judgment process, as outlined in the Office of Financial Aid's procedures.

This policy is subject to regular review by the Office of Financial Aid and the Registrar's Office to ensure its effectiveness and compliance with federal regulations.

VI. Contacts

Office of Financial Aid



Policy on Development of Academic Policy

POLICY: Development of
Academic Policy
Volume: I, 2.3
Section: Academics
Responsible Office: Provost
Originally Issued: 11.04.20
Revised: July 2021

I. Policy Statement

The University process by which academic policies are developed, reviewed, and revised ensures that policy accurately represents the programs. Policy may be proposed by members of the various constituent groups that meet regularly and are affected by the policies: Academic Administrative Leadership, Faculty Senate, and Student Affairs. A proposal for new academic policy is submitted to the Provost's Office.

II. Reason for Policy

This policy assures a process for the development and review of academic policies that is consistent with the University's mission, includes appropriate constituent participation, and accurately portrays the University's programs and services.

III. Policies that work in Unison

n/a

IV. Policy

The academic policies, consistent with the University's mission, are developed with appropriate constituent participation, accurately portray the University's programs and services, and are circulated to the people who benefit from and participate with policy practices. The University process for academic policies includes constituent collaboration during the assessment of a new academic policy proposal, an annual review of established academic policies, an annual call for new academic proposal ideas to constituent groups, and description of the way in which an established academic policy may be revised.

V. Procedures

A proposal for new academic policy is submitted to the Provost's Office. Once received, the proposal is formalized for review by the previously mentioned constituent groups for any feedback and modification. After amendments have been made according to this feedback, the proposal is reviewed during Student Success Meetings, which are organized by the Provost. The Student Success Meetings, which include the Provost, Vice Provost, department leads for all student support offices including research, and the college Deans, determines if:

- The proposal can be approved and finalized by members of the Student Success Meeting
- The proposal is not appropriate and is denied
- The proposal is returned to the constituent groups for further review or comment
- The proposal proceeds to the President's Cabinet for final approval, as appropriate
- If a proposal is not valid as a standalone new addition, commentary may be returned to the constituent groups, explaining how current academic policy may be revised to adopt the operations of the new proposal.
- If an academic policy proposal is not accepted, an explanation is sent to the constituent groups.

The President's Cabinet may need to review some academic policy proposals. In such cases, the Cabinet will provide final approval unless the proposal needs approval from the Board of Trustees. The Board approves academic policy proposals when the operating budget is substantially involved, or a significant portion of the curriculum would be changed as a result of implementing the proposal.

The President's Cabinet approves academic policy proposals that require submission to the Board.

Annually a call goes out from the Provost's Office to program leadership teams, Faculty Senate, and Student Affairs announcing the period for submitting academic policy revision proposals based on policy review and experiences with policy operations. The process for which an academic policy revision proposal is managed is the same as the process described previously for a new academic policy proposal.

VI. Contacts EVP and Provost Vice-Provost



Policy on Program Closure

I. Policy Statement

A decision to close an educational program requires thoughtful planning and careful consultation with all affected constituencies. Parker University follows the SACSCOC statement of good practice on Closing a Program, Site, Branch, or Institution linked below.

II. Reason for Policy

This policy assures a process for the closing of a program using the following options to maintain compliance with SACSCOC and any applicable programmatic accreditation:

- The institution no longer admits students to the program, teaches out currently enrolled students, and terminates the program after students have graduated. The institution must submit to the Commission and any involved programmatic accreditor(s) a teach-out plan as soon as possible after the decision is made to close, i.e., stop admitting students into the program.
- If the institution enters into a contractual teach-out agreement for another institution to teach out their educational program or programs, the teach-out agreement requires Commission approval in advance.

III. Policies that work in Unison

[SACSCOC Good Practices Statement on Closing a Program, Site, Branch, or Institution](#)
[SACSCOC Substantive Change Policy](#)

IV. Policy

As a SACSCOC member institution, Parker University has the obligation to inform the Commission of its plans for closing a program. Every effort should be devoted to informing each constituency as fully as possible about the conditions compelling consideration of a decision of such importance, and all available information should be shared. As much as possible, the determination to close a program should be made through a consultative process and only after alternatives have been considered, but responsibility for the final decision to close a program rests with Parker University's Board of Trustees. Because the immediate interests of current students and faculty are most directly affected, their present and future prospects require sensitive and timely attention and involvement.

V. Procedures

1. Teach-Out Plans and Agreements

A written teach-out plan must be developed that provides for the equitable treatment of students if Parker University, or one of its institutional locations that provide 50 percent of at least one program, ceases to operate before all students have completed their program of study, and may include a teach-out agreement between institutions. In such cases and in accordance with Federal regulation 602.24 (c), the University is required to submit the teach-out plan to SACSCOC for approval prior to its implementation.

The University may include a teach-out agreement as part of its teach-out plan. A teach-out agreement is a written agreement between institutions that provides for the equitable treatment of students and a reasonable opportunity for students to complete their program of study. If the University includes a teach-out agreement as part of its teach-out plan, the agreement should be submitted to SACSCOC for approval prior to its implementation and follow the guidelines of any applicable programmatic accreditation.

2. Closing a Program

When the decision is made to close an educational program, the University must make a good faith effort to assist affected students, faculty, administrative and support staff so that they experience a minimal amount of disruption in the pursuit of their course of study or professional careers. In all cases, individuals should be notified of the decision to close a program as soon as possible so that they can make appropriate plans. Students who have not completed their programs should be advised by faculty or program coordinators regarding suitable options including transfer to comparable programs. Arrangements should be made to reassign faculty and staff or assist them in locating other employment.

SACSCOC will work with the U.S. Department of Education and the appropriate State agency, to the extent feasible, to ensure that students are given reasonable opportunities to complete their education without additional charge.

a. Provisions for Students

Students who have not completed their degrees should be provided for according to their needs. Arrangements for transfer to other institutions will require complete academic records and all other related information gathered in dossiers that can be transmitted promptly to receiving institutions. Arrangements for the teach-out of programs should be in line with the requirements of the Commission's Substantive Change Policy and Procedures.

Agreements made with other institutions to receive transfer students and to accept their records should be in writing and in accord with SACSCOC policy. Parker's Office of Financial Aid will collaborate with the receiving institution to determine the student's financial aid eligibility and expenses. Parker University will advise the students of the cost differential (if any) between the institutions.

b. Provision for Faculty and Staff

In every possible case, the University should arrange for the continuation of those faculty and staff who will be necessary for the completion of the University's work pending the closing date. In those cases where faculty and staff will no longer be needed, the University should make every effort to assist them in finding other employment. It should be understood that Parker University can make no guarantees, but genuinely good faith efforts to assist in reassignment are essential.

VI. Contacts

EVP and Provost

Vice-Provost



Policy to Assure Compliance with SACSCOC Updates

I. Policy Statement

Parker University complies with SACSCOC's policy statements that pertain to new or additional institutional obligations that may arise, which are not part of the standards in the current Principles of Accreditation.

II. Reason for Policy

Parker University is committed to remaining in compliance with all Southern Association of Colleges and Schools Commission on Colleges (SACSCOC) Principles of Accreditation as well as current and evolving policies and statements. SACSCOC often has updates to its policies and regularly disseminates this information to member institutions. It is the responsibility of member institutions to remain current with all updates, so it is important to have policy and procedure in place to assure this happens.

III. Policies that work in Unison

N/A

IV. Policy

- A. Parker University has created an Academic Compliance Committee with the following membership:
 - 1. EVP/Provost/SACSCOC Liaison
 - 2. Director of Institutional Effectiveness and Planning
 - 3. Vice-Provost, Associate Provost
 - 4. Accreditation Manager
- B. The Committee will hold regular meetings 3 times per year to
 - 1. Review any new communiques, policy updates, guideline changes, etc. from SACSCOC
 - 2. Create and Implement Plans of Action as needed to address updates and assure the University remains in compliance at all times
 - 3. Communicate to all academic and administrative officers of the University the changes in SACSCOC policy and the Plan(s) of Action needed to remain in compliance

V. Procedures

The Parker University SACSCOC liaison monitors updates to SACSCOC policies, guidelines, position statements, and communiques from the president of SACSCOC to keep abreast of evolving Commission requirements and standards.

This information will be regularly reviewed by the Compliance Committee and disseminated to academic and other administrative officers of the University, including the Provost, Vice-Provost, Director of Institutional Effectiveness and Planning, and Accreditation Manager. The Institution will determine a timeline for implementation, completion, and review of new academic policies. The university expects mandatory compliance with all policy.

VI. Contacts

SACSCOC Institutional Liaison
Director of IEP
Provost's Office



Readmission Policy

I. Policy Statement

A student must apply for readmission to the university after voluntary withdrawal or being administratively withdrawn. This policy also applies to students who have been on an approved leave of absence.

II. Reason for Policy

The purpose of the Readmission Policy is to provide a pathway for students who wish to re-enroll at Parker University. Throughout this process, the student will be approved by multiple departments to prepare the student for a curricular plan, funding plan, and ensure they are in good academic and conduct standing.

III. Policies that work in Unison

Leave of Absence Student Withdrawal

Administrative Withdrawal Satisfactory Academic Progress Admission to the University

IV. Policy

A student must apply for readmission to the university after voluntary withdrawal or being administratively withdrawn. This policy also applies to students who have been on an approved leave of absence. The readmission policy is as follows:

- Students who wish to return must submit a [Readmission Request on MyParker](#).
 - Before returning, students must verify with the Business Office that all previous financial obligations to the university have been met. Students are charged tuition in effect at the time of re-enrollment according to the current University Catalog.
 - Students returning in good academic standing must contact the Financial Aid Office to re-apply for financial aid.
 - Students withdrawn for disciplinary reasons who:
 - are eligible to return to the university may be placed on one term of disciplinary probation upon readmission as determined by the Dean of Student Affairs. Students will be removed from disciplinary probation at the conclusion of the probationary term if there are no further violations.
 - Were permanently dismissed are not eligible to re-enroll at Parker University.
- Students who have been absent from the university for more than one calendar year will be assigned an admissions advisor and will be evaluated for eligibility of readmission based on the admission requirements published in the current University Catalog. The admissions advisor will assist the student through the readmission process.
- Any student who was academically dismissed must submit an appeal to the Satisfactory Academic Progress (SAP) Appeals Committee to determine whether readmission will be granted. Please refer to the SAP Policy for additional information on the appeals process and effects on financial aid eligibility.
- Students may be required to establish proficiency prior to being approved for readmission. Depending on the program, academic record, and the amount of time away from the program, the Program Director or College Dean may require students to demonstrate competency through examination, to audit or repeat courses. Fees may be associated with establishing proficiency.
- Students being approved for readmission to Parker must meet the requirements established in the catalog for the term in which they return.

V. Procedures

- 1) Student submits Readmission Request form online.

The form is titled "Re-Entry Form" and contains the following fields and options:

- First Name (text box), Last Name (text box)
- Program (dropdown menu)
- Parker ID# (text box), Email (text box), Home Phone# (text box), Cell Phone# (text box)
- Address 1 (text box), Address 2 (text box)
- City (text box), State (text box)
- Country (text box), Zip code (text box)
- What month are you applying for? (dropdown menu)
- Reason(s) for withdrawal: (text area)
- I am eligible to use VA Benefits: ☐ Yes ☐ No
- I am an international student: ☐ Yes ☐ No
- Student Initials: (text box)
- Submit button

- 2) Readmission Request submissions will go through a series of approvals. At each stage, the approver is to perform an advising session (financial, academic, etc.) to inform the student of their current standing with the university and discuss plans for moving forward with re-enrollment. Notes of these sessions should be entered on the student's Notepad in Jenzabar.



- 3) Once the submission has been approved at all stages, the Registrar's Office will execute the request and re-enroll the student in the university. An email confirmation is then sent to the student via Daily Procedures in Jenzabar.

The screenshot shows the "Edit Item - Action" window in Jenzabar. The "General" tab is selected, and the "User Defined" section is visible. The "Action" field is set to "REGRAP Readmission Application". The "Type" is "Action" and the "Module" is "RE". The "Date Information" section shows "Start" and "End" dates and times. The "Options" section has "Active" and "Completed" checked, with "Display On Web" unchecked. The "Letter/Email" section shows "Merge Document: SREA Reg for Readmission Approved". The "Description/Notes" section contains the text "Readmission Application Approved".

Daily Procedure

What to Process
 Enter date from which selection begins. All action lists with today's date or less will be included.
 Item Date: 03/03/2021

☐ Unpack Action Lists
☒ Generate Letters

Daily Procedure will run for the REGRAP action.

Action	Description	Output
<input type="checkbox"/> RECRUT	Recruitment Event - Oklahoma Alumni Open	E-mail
<input type="checkbox"/> REDHC	Printed Deans Honor Certificate	
<input type="checkbox"/> REDHR	Dean's Honor Roll	E-mail
<input type="checkbox"/> REGAFB	FedEX BS	
<input type="checkbox"/> REGAFD	FedEX DC	
<input type="checkbox"/> REGCMB	Affidavit for BS	
<input type="checkbox"/> REGCMD	Affidavit for DC	
<input type="checkbox"/> REGDC	Registration Approved - DC	E-mail
<input type="checkbox"/> REGDC2	DC Registration Deposit Needed	E-mail
<input type="checkbox"/> REGDCP	DC Registration Deposit Needed	E-mail
<input checked="" type="checkbox"/> REGRAP	Readmission Application	

Select All
Deselect All

Daily Procedure will run for the RE module.

Module	Description
<input type="checkbox"/> AD	Admissions
<input type="checkbox"/> AP	Accounts Payable
<input type="checkbox"/> AR	Accounts Receivable
<input type="checkbox"/> AV	Advising
<input type="checkbox"/> BU	Business Office
<input type="checkbox"/> CM	Common
<input type="checkbox"/> GL	General Ledger
<input type="checkbox"/> PF	Financial Aid Interface
<input checked="" type="checkbox"/> RE	Registration

Select All
Deselect All

Letters Which Will Be Processed
 <Original>
 View Pending Letters

d_daily_proc_print_list

Action: REGRAP Readmission Application
 Letter: SREA Reg for Readmission Approved

ID Number Name

Run Daily Procedure Close Print Pending Letters



Hello [REDACTED]

Your request for readmission to the university has been approved - Welcome back! You will be notified via email when you have been registered for courses. Please let us know if you have any questions, or you may contact your program director.

Thank you,
 Parker University - Registrar's Office

Email: AskRegistrar@parker.edu

Phone: 214.902.2412

Fax: 214.902.2458

VI. Contacts

Registrar's Office



Request for Faculty Release Time

I. Policy Statement

This application is for faculty seeking release from their normal teaching obligations to focus on conducting research. With the understanding that conducting rigorous research takes time, Parker University is committed to providing support to allow these activities to occur when faculty has met the eligibility criteria and appropriate temporary replacement for faculty's current role/responsibility are identified. These guidelines do not apply to non-faculty employees.

II. Reason for Policy

Parker University espouses a culture of lifelong learning, research, and service. This policy supports the mission to provide its diverse population with support services and learning opportunities to develop the necessary skills for successful employment and career advancement. It allows Parker faculty to take time away from their normal teaching obligations to be able to conduct rigorous, time-consuming research. This policy aids in Parker University's goal of being a leader in health and wellness education and research.

III. Policies that work in Unison

Related Policies:

- Faculty Overload Policy

Relevant Forms:

- [Request for Faculty Release-Time Application](#)

IV. Policy

To be eligible for Release Time, faculty must meet the following eligibility criteria:

- Full-time faculty member of Parker University in good standing.
- Have demonstrated independent research activity (i.e., conducted research with minimal/only necessary support from the Research Center, conducted a research project from protocol design through publication).
- Research being proposed for release time has had a protocol that has undergone internal peer review that validated scientific merit to address a relevant research question and/or an important public health issue.
- Faculty members are only allowed to request one term (15 weeks) of faculty release time per academic year.
- The Research Center will determine how many requests are approved each year based on available funding.

Release from course time will not be approved for the following activities:

- Work done as part of normal faculty workload,
- Directing conferences,
- Non-original research scholarship,
- Editing journals or peer-review activities,

- Leadership in professional organizations, or
- Paid consultantships (unless an outside agency provides funding for released time).

V. Procedures

Process:

Individual faculty members are responsible for initiating and completing the Application at least one trimester in advance of the requested release. If the release is contingent upon external funding, submit the Application concurrently with the funding request. The completed Application should first be submitted to the Director of Research for review and approval, then to the Department Chair / Program Director*, and finally to the Provost's Office for final review and approval. The form must be completed and fully approved prior to the start of any requested release time, and before the master schedule is set (normally at the start of the term preceding the respective term).

*NOTE: For any adjunct faculty that may be needed to cover this Release-Time, the adjunct faculty will be supervised by the respective Department Chair / Program Director. The hiring process of this position will also start and be completed by the respective Department Chair / Program Director.

VI. Contacts

Research Center research@parker.edu

**PARKER UNIVERSITY - RESEARCH CENTER
REQUEST FOR FACULTY RELEASE-TIME APPLICATION**

FACULTY INFORMATION

Name: _____ Dept/Program: _____
Rank: _____ E-mail: _____

COURSE RELEASE INFORMATION

Trimester/s: ☐ Winter ☐ Summer ☐ Fall ☐ Other: _____

Year/s: _____

State nature of course/s to be released (e.g., course name and number), including any special conditions (e.g., for lab but NOT lecture): _____

Number of Credit Hours to be Released (not to exceed contracted hours): ____ ____

State nature of research to be conducted during release-time: _____

Faculty Signature: _____ *Date* _____

RESEARCH CENTER INFORMATION

Faculty has demonstrated independent scientific investigation/s with accepted publication/s:

Peer review of research protocol / research study obtained and merit approved from:

Account number for replacement costs associated with course release:

Any additional notes:

APPROVALS / ACKNOWLEDGEMENT

DIRECTOR OF RESEARCH Date _____

FACULTY DEPT CHAIR / PROGRAM DIRECTOR Date _____

PROVOST Date _____

HUMAN RESOURCE REPRESENTATIVE Date _____



PARKER UNIVERSITY POLICY
LIBRARY

**Satisfactory Academic
Progress (SAP) Policy**

POLICY: Satisfactory Academic Progress
Volume: I, 2.11
Section: 2 – Academics
Responsible Office: Registrar
Originally Issued: 2019
Revised: November 2023

I. Policy Statement

To comply with federal regulations and to ensure that students receiving Title IV Federal Financial Aid are making progress toward degree completion, Parker University has established this policy on Satisfactory Academic Progress (SAP). All students at Parker University are expected to maintain [Satisfactory Academic Progress \(SAP\)](#) and to make ongoing progress toward graduation, regardless of program or funding sources. There are two standards that must be met: a qualitative and a quantitative standard.

II. Reason for Policy

The Satisfactory Academic Progress (SAP) policy at Parker University is required for regulatory compliance with Title IV of the Higher Education Act, which mandates that institutions set minimum academic standards for students receiving federal aid. This policy ensures the responsible allocation of financial aid resources, promotes academic achievement and progression, and provides a transparent framework for student accountability. It also facilitates university intervention for students at risk of falling behind, safeguarding both student success and institutional eligibility for federal funding.

III. Policies that work in Unison

Grading Policy
Grade Appeal
Leave of Absence
Incomplete Grade
Withdraw
Readmission
Concurrent Enrollment
Absence

IV. Policy

Satisfactory Academic Progress Policy

Satisfactory Academic Progress is comprised of two standards: qualitative and quantitative. Parker University calculates Satisfactory Academic Progress for all students for each enrolled program at the completion of each trimester. Students placed on Warning or are Dismissed are notified via email to their Parker University student email address within one week following the end of the trimester. The notification outlines any action to be taken by the student including advising and appeal processes.

Qualitative Standard

The qualitative standard requires that a student achieve a minimum cGPA as defined in the Requirements for Program Completion. Transfer credit hours and all courses with a final grade (passing or failing) are calculated in the cGPA.

Quantitative Standard

The quantitative standard requires students to complete their program of study within 150% of the normal timeframe allotted for completion of the program. Transfer credit hours, repeated courses, withdrawn, and all attempted courses that meet degree requirements are considered in the determination of this 150% normal time frame. The normal timeframe is measured in credit hours attempted (rather than terms) to accommodate the schedules of full-time and part-time students.

To ensure completion of a program within the maximum timeframe, Parker University requires students to successfully complete 67% of credit hours attempted per term of enrollment. All students must have completed a minimum of 67% of the credit hours attempted to graduate within 150% of the normal timeframe.

Satisfactory Academic Progress for the Texas Tuition Equalization Grant (TEG) Program

Recipients of the Texas Tuition Equalization Grant must earn and maintain a cGPA of 2.5 and complete at least 24 credit hours per year (Graduate students must complete 18 credit hours per year) and be enrolled at least $\frac{3}{4}$ time. The minimum quantitative completion rate is 75% (and is higher than the Federal minimum completion rate of 67%).

Type of Student Accounts Subject to SAP Policy

These standards apply to all student account types (those receiving veterans' benefits, state aid, tuition remission, institutional aid, and cash-paying students). The Veterans' Administration is notified of unsatisfactory progress of a student receiving VA Benefits who is placed on Warning. If a student receiving VA Benefits is placed on Dismissal, VA Benefits can be terminated. A student terminated from VA Benefits due to unsatisfactory progress may be recertified for benefits upon successfully appealing the dismissal and being placed on Probation.

Students enrolled in more than one program of study concurrently, regardless of account status (those receiving veterans' benefits, those receiving institutional aid, and cash-paying students), are subject to the same satisfactory academic progress standards for each enrolled program. Specific programs may have standards that are stricter than the university's Satisfactory Academic Progress policy.

Requirements for Program Completion

Maximum Timeframe for Program Completion

Students are expected to complete all courses leading to a degree as they are scheduled in sequence. Under unusual circumstances, the University Provost or Vice Provost may authorize additional time to allow a student the opportunity to satisfy graduation requirements. Under no condition will a student be allowed to extend the time needed to graduate beyond the maximum time frame of one-and-one-half times the standard program length (150%). Students who fail to meet this educational objective will be ineligible for financial aid and all financial disbursements must be terminated.

SATISFACTORY ACADEMIC PROGRESS REQUIREMENTS BY PROGRAM				
Doctoral Programs	Program Code	Cumulative Grade Point Average	Cumulative Completion	Maximum Timeframe
Chiropractic	DC	2.25*	67%	15 Trimesters
Master's Programs	Program Code	Cumulative Grade Point Average	Cumulative Completion	Maximum Timeframe (Semester Credit Hours)
Master of Business Administration	MBA	3.0*	67%	54
Master of Public Health	MPH	3.0*	67%	67.5
MS – Neuroscience	NEURO	3.0*	67%	33-hr. MBA = 49.5 36-hr. MBA = 54
MS – Functional Nutrition	MSFN	3.0*	67%	45
MS – Strength and Human Performance	MSHP	3.0*	67%	30-hr. MBA = 45 36-hr. MBA = 54
Bachelor's Programs	Program Code	Cumulative Grade Point Average	Cumulative Completion	Maximum Timeframe (Semester Credit Hours)

BS – Anatomy	ANAG	2.0	67%	180
BBA – Health Care Management	BHCM	2.0	67%	180
BS – Computer Information Systems	CIS	2.0	67%	180
BS – General Studies	BSGEN	2.0	67%	195
BS – Health Information Management	HIM	2.0**	67%	186
BS – Integrative Health	INTHL	2.0	67%	180
BS – Nutritional Sciences	BSNS	2.0	67%	180
BS – Psychology	PSYCH	2.0	67%	180
BS – Strength and Human Performance	BSHP	2.0	67%	180
Associates Programs	Program Code	Cumulative Grade Point Average	Cumulative Completion	Maximum Timeframe (Semester Credit Hours)
AS – Health Science	HTHSC	2.0	67%	90
AAS – Massage Therapy	MTA	2.0	67%	90
AAS – Diagnostic Cardiac Sonography	ACDS	2.75*	67%	114
AAS – Diagnostic Sonography	DS	2.75*	67%	108
AAS – Radiologic Technology	RT	2.0	67%	111
AAS – Occupational Therapy Assistant	OTA	2.75*	67%	108
AS – General Studies	GENST	2.0	67%	90
AAS – Health Information Technology	HIT	2.0**	67%	103.5
AS – Computer Information Systems	ASCIS	2.0	67%	90
Certificate Programs	Program Code	Cumulative Grade Point Average	Cumulative Completion	Maximum Timeframe (Semester Credit Hours)
Massage Therapy	MT	2.0*	67%	51
Computed Tomography	CT	2.0	67%	24
Healthcare Cybersecurity	HTHCY	2.0	67%	27
Information Technology	IT	2.0	67%	27
Cybersecurity	CYBR	2.0	67%	27

*Student must earn a minimum course grade of C in all course requirements.

**Student must earn a minimum course grade of C or higher in all major course requirements.

Satisfactory Academic Progress Status Definitions

Good Standing

The aid recipient has maintained the above-described minimum quantitative, qualitative, and 150% maximum timeframe measures to obtain their degree or certificate.

Warning

A student may be placed on Warning for Quantitative, Qualitative, or both standards at the end of a term should their cumulative completion rate fall below 67%. Similarly, a student whose cumulative cGPA falls below the specified cGPA requirement for the program is placed on Warning. While on Warning, students are permitted to continue enrollment and remain eligible for Title IV financial aid funds for one term. Students placed on Warning who meet the minimum SAP standards after one term on Warning will return to Good Standing and be allowed continued enrollment. Students who fail to meet the minimum SAP standards after one term on Warning will be dismissed with the opportunity to appeal as outlined in the SAP Appeal Process.

Dismissal

A student on Warning status who does not complete at least 67% of the credits attempted and/or earn the minimum cGPA required by the program by the end of the warning term will be dismissed. A student who has been dismissed must appeal and be granted their appeal to continue enrollment. A student who fails to appeal, or whose appeal is denied by the SAP Appeals Committee, will remain dismissed from the program.

Additional Satisfactory Academic Progress Considerations

Transfer Credits – Transfer credits (including those from foreign institutions) that apply toward the student's degree may be placed within the SAP policy quantitative and maximum time frame requirements.

Change of Major – A student who requests and receives approval to change their major will have an SAP determination based on their new major and the number of credits required to obtain the changed degree. The maximum time frame will be calculated based on the submission of the new requirement for graduation. Undergraduate students changing their major must be mindful of the maximum Federal Pell Grant limit and 150% Subsidized Loan limit.

Second or Dual-Degree – Students pursuing a second degree while simultaneously pursuing their primary degree will only receive aid for their primary degree. However, SAP will be calculated for each program enrolled and not just their primary/aid-receiving program.

Repeating a Course – Allowable repeats include a failed course and a course the student has previously withdrawn from. Please note that the repeat course will count toward quantitative and maximum time frame requirements. In addition, only the first retake of any previously passed course is eligible for Federal student aid.

Graduate students enrolled in undergraduate coursework – Graduate students may not receive financial aid to take undergraduate coursework as these credits and hours will not apply toward their graduate degree program.

Course Withdrawals, Incompletes, and Failing Grades – A course that is assigned a grade of "W" for a course withdrawal or a grade of "I" for an incomplete will be evaluated as a non-completed course. Non-completed courses will be calculated into the quantitative Satisfactory Academic Progress standards. A course that receives a failing grade of "F" will be calculated into both the qualitative and quantitative Satisfactory Academic Progress standards. When a student fails a course and repeats the failed course, the grades for both course enrollments are recorded on the official university transcript; however, only the passing grade is included in the grade point calculation, and both grades are counted towards the cumulative completion or quantitative standard. A course that receives a grade of "NA" for a course withdrawal-no attendance will be evaluated as a non-completed course and will not be calculated into either the qualitative or quantitative Satisfactory Academic Progress standards.

SAP Appeal Process

Dismissed students have the right to appeal by filing a Satisfactory Academic Progress Appeal with their Academic Dean. All SAP appeals are reviewed by the SAP Appeals Committee. The appeal must be based on extenuating circumstances. Examples include serious illness or injury of a student or serious illness, injury, or death of a student's immediate family member, or other long-term severe extenuating circumstances.

To submit a completed appeal, each of the following items are required:

- Satisfactory Academic Progress Appeal Form
- Satisfactory Academic Progress Academic Plan
- A formal letter of appeal with required supporting documentation. This letter should address the following:
 - Explanation of extenuating circumstance(s) that led to dismissal.
 - Explanation as to what has changed in the student's situation that will allow them to meet satisfactory academic progress in the returning term.

If an appeal is granted, the student may be placed on Probation for one term and must meet Satisfactory Academic Progress by the end of the term unless the student has an approved academic plan that ensures academic progress for more than one term. Students may receive Title IV aid while on Financial Aid Probation.

Probation

A student returning on Probation following a successful appeal must minimally meet the qualitative and quantitative standards as described in this policy. A student on Probation who fails to meet the qualitative or quantitative standard at the end of the probationary term becomes ineligible for Title IV aid and is dismissed from the University with the status of Dismissal.

Financial Aid Suspension

There may be instances where the SAP Appeals Committee may allow a student placed on dismissal to continue to attend the University without Federal student aid. In these instances, the Office of Financial Aid will consider these students on financial aid suspension and will be eligible for Federal/State student aid until they regain eligibility as defined in this policy.

Regaining Eligibility

Students who are denied an appeal or who are on Probation with Financial Aid Suspension may regain eligibility by taking action that brings them into compliance with Parker's satisfactory academic progress standards. A student may re-appeal once they meet minimum SAP requirements. Taking time off and returning after an extended period is not sufficient reason for re-appeal approval.

V. Procedures

1. Once final grades have been submitted for all courses following the end of the trimester, the Registrar will perform Satisfactory Academic Progress calculations on all students in all programs.
 - Report Gallery>[Home](#)>Business Affairs>Financial Aid>SAP for FA:
<https://reports.parker.edu/reports/report/Business%20Affairs/Financial%20Aid/SAP%20for%20FA>
 - Identifies students' term, program, program completion percentage, cumulative completion rate, term completion rate, term GPA, and cumulative GPA.
 - Jenzabar>Rules Based Update: PB3 – Probation 2019
 - Updates Student Academic Standing to Warning if the student was previously in Good Standing.
 - Updates Student Academic Standing to Dismissed if the student was previously on Warning.
2. The Registrar sends the SAP calculation spreadsheet and the list of students identified as Warning/Dismissed to all Academic Deans, the Associate Provost, Director of Financial Aid, Compliance Officer, Bursar, Director of Student Relations, Dean of Student Affairs, Assistant Dean of Student Affairs.
3. Registrar processes email notification daily procedure to send a notification to students placed on Warning or Dismissal.
 - Jenzabar>Actions>Appropriate SAP action code (email is generated and sent via Jenzabar 'from' appropriate dean and CCs Registrar, Director of Financial Aid, Bursar, Dean of Student Affairs, Assistant Dean of Student Affairs)
 - Notification of Warning status prompts students to meet with the Assistant Dean of Student Affairs to discuss the terms of the Warning status.
 - Notification of Dismissal provides a deadline to submit an appeal as well as outlines the appeal process.
4. If completed SAP appeals are received, the Academic Dean calls a SAP Appeal Committee meeting with the appropriate members as defined in the University Committee.
 - The committee reviews the student's full appeal packet and delineates an outcome based on the student's education record and all provided appeal materials.
 - Possible outcome of SAP Appeals:
 - Approve appeal with financial aid
 - Approve appeal without financial aid (Financial Aid Suspension)

- Approve appeal with or without financial aid with conditions (such as an alternative academic plan for a reduced load)
 - Deny appeal
- 5. The Registrar drafts the appeal outcome letter and sends via the daily procedure in Jenzabar (email is generated and sent via Jenzabar 'from' the appropriate dean and CCs Registrar, Director of Financial Aid, Bursar, Dean of Student Affairs, Assistant Dean of Student Affairs).
- 6. If granted an appeal, the student must sign and return the letter of acknowledgment of probationary status in order to be enrolled according to the academic plan submitted in their appeal.

VI. Contacts

Registrar

Dean

Director of Financial Aid

Assistant Dean of Student Affairs



PARKER UNIVERSITY
POLICY LIBRARY

Substantive Change Policy

POLICY: Substantive Change
Volume: I, 2.4
Section: Academics
Responsible Office: Provost
Originally Issued: 11.04.20
Revised: 02.19.2021

I. Policy Statement

Substantive change is a significant modification or expansion of the nature and scope of an accredited institution. Parker University adheres to the Southern Association of Colleges and Schools Commission on Colleges (SACSCOC) requirements for notification of changes and seeks approval prior to the initiation of changes.

II. Reason for Policy

As a member institution of the Southern Association of Colleges and Schools Commission on Colleges, Parker University is required to have policy and procedure to ensure that all substantive changes are reported to the Commission in a timely fashion.

III. Policies that work in Unison

Curriculum Council Bylaws, New Program Checklist

IV. Policy

Under federal regulations, substantive change includes:

- Any change in the established mission or objectives of the institution
- Any change in legal status, form of control, or ownership of the institution
- The addition of courses or programs that represent a significant departure, either in content or method of delivery, from those that were offered when the institution was last evaluated
- The addition of courses or programs of study at a degree or credential level different from that which is included in the institution's current accreditation or reaffirmation.
- A change from clock hours to credit hours
- A substantial increase in the number of clock or credit hours awarded for successful completion of a program
- The establishment of an additional location geographically apart from the main campus at which the institution offers at least 50% of an educational program.
- The establishment of a branch campus
- Closing a program, off-campus site, branch campus or institution
- Entering into a collaborative academic arrangement that includes only the initiation of a dual or joint academic program with another institution
- Acquiring another institution or a program or location of another institution
- Adding a permanent location at a site where the institution is conducting a teach-out program for a closed institution
- Entering into a contract by which an entity not eligible for Title IV funding offers 25% or more of one or more of the accredited institution's programs

V. Procedures

If a substantive change arises due to any of the items included in the SACSCOC Substantive Change Policy Statement, the following procedures will be implemented:

A. Development of a new program

SACSCOC has specific requirements for modifications to existing programs and the launching of new programs. The university will follow the guidelines contained in the most current SACSCOC Substantive Change Policy and Procedures.

- The development of a new program will involve the faculty in one of the three colleges and will follow the procedures of the Curriculum Council Bylaws. Once approved by the Curriculum Council, all new programs must be approved by the Provost before recommendation to the President's Cabinet and Board of Trustees for approval.
- The institution follows its New Program application process, and after approval, its implementation procedures through the New Program Checklist Committee.
- The Director of Institutional Effectiveness and Planning (IE) or designee will contact the SACSCOC Substantive Change representative for guidance on the need to submit a formal prospectus to SACSCOC.
- When a prospectus is needed, the Director of IE or designee will complete in collaboration with applicable Program Directors and Accreditation personnel.
- The prospectus will be approved by the Provost before submission to SACSCOC and then submitted by the Director of IE.
- New Program Checklist Committee will then start implementation of the new program.

B. Institutional Changes

SACSCOC has specific requirements based on the type of substantive institutional change, which the university will follow. Refer to the most current SACSCOC Substantive Change Policy and Procedures for guidance on the following types of changes:

- Changes in measure of student progress to completion
- Distance Education
- Governance change
- Institution closure or relocation
- Institution, program, or location acquisition
- Institutional contingency teach-out plan
- Level change
- Merger/consolidation
- Mission change
- Ownership, means of control, or legal status change

C. Off Campus Instructional Site/Additional Location Changes

SACSCOC has specific requirements for changes to the location of instruction. Refer to the most current SACSCOC Substantive Change Policy and Procedures for the following:

- Off-campus instructional site is a location that is geographically apart from the university's main campus where instruction is delivered.
- Branch campus is a special form of off-campus instructional site that is geographically apart from the university's main campus where instruction is delivered and is independent of the main campus of the university.
- The university will follow the definitions and procedures outlined in the SACSCOC Substantive Change Policy and Procedures (rev. 2020) as guidelines to notify SACSCOC of the substantive change.

VI. Contacts

Executive Vice-President/Provost

Director of Institutional Effectiveness & Planning Accreditation Manager

TITLE IX SEXUAL HARASSMENT POLICY

INCLUDING SEXUAL HARASSMENT, SEXUAL ASSAULT, DOMESTIC AND DATING VIOLENCE, AND STALKING (“SEXUAL HARASSMENT”)

TITLE IX STATEMENT ON NON-DISCRIMINATION

Title IX of the Education Amendments of 1972 prohibits discrimination based on sex (including sexual harassment and sexual violence) in educational programs and activities that receive federal financial assistance. Title IX also prohibits retaliation against individuals who file a complaint of sex- based harassment/discrimination or assist in the filing, investigation, or resolution of such complaints. To ensure compliance with Title IX and other federal and state civil rights laws, Parker University has developed policies and procedures that prohibit all forms of sex- based discrimination and/or retaliation. Accordingly, Parker University does not tolerate unlawful discrimination and makes every effort to maintain a work and academic environment free from all forms of sexual misconduct, including sexual harassment, sexual assault, domestic and dating violence, and stalking. The University will promptly respond to individuals who are alleged to have experienced sexual harassment by offering supportive measures, following a fair grievance process as outlined in this policy to resolve formal complaints of sexual harassment, and providing remedies to those who are determined to have experienced sexual harassment through that process. Thus, all forms of prohibited conduct under this policy are considered serious offenses, and violations will result in discipline, up to and including possible suspension and dismissal from the University.

DEFINITIONS

Actual knowledge: Notice of sexual harassment to the Title IX Coordinator or other official of the University, who has authority to take corrective action on behalf of the University. In addition to the Title IX Coordinator, officials with authority to take corrective action include the Provost, Vice Provost, Dean of Student Affairs, and VP of Human Resources. Although all employees are considered mandatory reporters and are required to report sexual harassment, those employees not listed in this paragraph, do not qualify as individuals, who have authority to take corrective action. Therefore, notice to those employees does not qualify as actual notice to the University.

Coercion: Coercion is the use of unreasonable pressure to compel an individual to initiate or continue sexual activity against an individual’s will. It includes a wide range of behaviors which override the voluntary nature participation.

Complainant: Individual, who alleges conduct that would, if true, constitute sexual harassment.

Education Program or Activity: Any operations of Parker University, including locations, events, or circumstances over which Parker University exercised substantial control over both the respondent and the context in which the sex discrimination or sexual harassment occurs, and also includes any building owned or controlled by a student organization that is officially recognized by Parker University.

Formal Complaint: A document filed by the complainant or signed by the Title IX Coordinator, alleging sexual harassment by a respondent, and requesting that the University investigate the allegations of

sexual harassment. At the time of filing a formal complaint, a complainant must be participating in or attempting to participate in the University's education program or activity. If the Title IX Coordinator signs a formal complaint, the Title IX Coordinator is not a complainant or otherwise a party under this Policy and must comply with the requirements of this Policy.

A formal complaint may be filed with the Title IX Coordinator in person, by mail, by electronic mail, or through electronic form submission by using the contact information list for the Title IX Coordinator in this Policy and by any additional method designated by the University. The complaint must contain the complainant's physical or digital signature or otherwise indicate that the complainant is the person filing the formal complaint.

Incapacitation: Incapacitation is defined as the inability, temporarily or permanently, to give consent because an individual is mentally and/or physically helpless, asleep, unconscious, or unaware that sexual activity is occurring.

An individual who is incapacitated lacks the ability to make informed, rational judgments and therefore cannot consent to sexual activity. Persons with certain intellectual or developmental disabilities may not have the capacity to give consent.

Where alcohol or other drugs are involved, incapacitation is a state beyond intoxication. Evaluating incapacitation requires an assessment of how the consumption of alcohol and/or drugs affects an individual's decision-making ability, awareness of consequences, ability to make informed judgments, capacity to appreciate the nature of the act, and their level of consciousness. In other words, a person cannot give valid consent due to incapacitation if the person cannot appreciate the who, what, where, when, why, or how of a sexual interaction.

A respondent may not be held responsible for invalid consent through incapacitation where the respondent did not know and should not have known of the complainant's incapacitation based on objectively and reasonably apparent indications of impairment when viewed from the perspective of a sober reasonable person in the respondent's position.

Minors: Minors are defined as anyone under the age of 18, who participates in the University's programs or activities, or who participate in any program on the University's campus, or who are otherwise covered under the foregoing Scope of Policy. Under many laws, minors may not have the capacity to consent.

Respondent: A respondent is an individual who has been reported to have committed conduct that could, if true, constitute sexual harassment.

SCOPE OF POLICY

This policy applies to all members of the Parker University community, including, but not limited to, Parker students, faculty, staff, alumnae/alumni, third-party vendors, contractors, guests, and all other visitors, including minors, to the Parker University campus or any other property owned or controlled by the University, within the United States. This policy also applies to all acts of Prohibited Conduct (as defined below) committed by or against any member of the Parker University community (as defined above) if:

- The Prohibited Conduct occurs on property owned or controlled by Parker University, within the United States; or
- The Prohibited Conduct is directly related to or occurs in the context of University employment or an education program or activity of the University, including, but not limited to: university-sponsored research, internship/externship programs, on-line courses, volunteer activities, work-related travel, training, attendance at seminars or conferences, participation in athletics, student organizations, or any other extra-curricular activity, within the United States; or
- The Prohibited Conduct is directly related to or occurs while using property or resources owned, controlled, or provided by Parker University, including, but not limited to: university-owned vehicles, laptops, mobile devices, computer systems and networks, email accounts, telephone and voice mail systems, within the United States; or
- The Prohibited Conduct has continuing adverse effects on a member of the Parker University community (as defined above) as it relates to an education program or activity of the University, within the United States.

Additionally, an attempt to commit an act prohibited by this policy, as well as assisting or willfully encouraging any such act, is also considered a violation of this policy.

Notwithstanding the foregoing, this Policy's grievance procedures apply only to sex discrimination occurring against a person in the United States. Please note that the University's Harassment and Discrimination and/or other University Codes of Conduct may apply to discrimination based on sex, race, national origin, disability, age, or other protected class occurring against a person participating in a University program or activity outside of the United States. Please refer to the Parker University Student Handbook for additional information.

In the event of any conflict or inconsistency between the provisions and requirements of this Title IX Sexual Harassment Policy and any other Parker University policy regulating the conduct of any member of the Parker

University community or setting forth procedures governing the suspension, dismissal, termination, or removal and exclusion from Parker University property of any member of the Parker University community, the provisions and requirements of the most current version of this Policy shall prevail and govern. Where prohibited conduct violates both this Title IX Sexual Harassment Policy and any other Parker University policy regulating the conduct of any member of the Parker University community, the University's response will be governed by the provisions and procedures outlined in the most current version of this Policy.

Sexual misconduct not otherwise covered under this policy may be addressed under the University's Harassment and Discrimination Policy if it applies. Under no circumstances may the Harassment and Discrimination Policy be used to retaliate against an individual, who has filed a complaint under the University's Title IX Sexual Harassment Policy.

DEFINITIONS OF PROHIBITED CONDUCT

The following acts of Title IX Sexual Harassment are prohibited under this policy:

Sexual harassment: Conduct on the basis of sex that satisfies one or more of the following criteria:

1. An employee of the University conditions an aid, benefit, or service on an individual's participation in unwelcome sexual conduct;
2. Unwelcome conduct determined by a reasonable person to be so severe, pervasive, and objectively offensive that it effectively denies a person equal access to the University's education program or activity; or
3. Sexual assault, dating violence, domestic violence, or stalking, as further defined in this section.

Sexual Assault: Sexual and non-forcible sex offenses, as defined in the FBI's Uniform Crime Reporting database, including:

Non-Consensual Penetration: 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, without the consent of the victim [complainant].

Fondling: The touching of the private body parts of another person for the purpose of sexual gratification, without the consent of the victim, including instances where the victim is incapable of giving consent because of the victim's age or because of the victim's temporary or permanent mental or physical incapacity.

Incest: Sexual intercourse between persons who are related to each other, within the degrees wherein marriage is prohibited by law. In Texas, incest is illegal even among consenting adults.

Statutory Rape: Sexual intercourse with a person who is under the statutory age of consent. In Texas, a person under the age of 17 cannot consent.

Dating Violence: An act of violence committed by a person who is or has been in a romantic or intimate relationship with the complainant. The existence of such a romantic or intimate relationship is determined by the length of the relationship, the type of relationship, and the frequency of the interactions between the individuals involved in the relationship.

Domestic Violence: An act of violence committed on the basis of sex by:

- A current or former spouse or intimate partner of the complainant;
- A person with whom the complainant shares a child in common
- A person, who is cohabiting with, or has cohabited with, the complainant as a spouse or intimate partner;
- A person similarly situated to a spouse of the victim under the domestic/family violence laws of the jurisdiction;
- Any other person against an adult or youth victim, who is protected from person's acts under domestic/family violence laws of the jurisdiction.

Stalking: Engaging in a course of conduct directed at a specific person that would cause a reasonable person with similar characteristics under similar circumstances to:

- Fear for the person's safety or the safety of others; or
- Suffer substantial emotional distress
- Significant mental suffering or anguish that may, but does not necessarily, require medical or other professional treatment or counseling.

To qualify under Title IX, the conduct must be sex-based stalking. Stalking that does not constitute sexual harassment because it is not on the basis of sex may still fall under other University codes of conduct.

A course of conduct, for purposes of stalking, means two or more acts, including, but not limited to, acts in which the stalker directly, indirectly, or through third parties, by any action, method, device, or means, follows, monitors, observes, surveils, threatens, or communicates to or about a person, or interferes with a person's property.

RETALIATION IS PROHIBITED

Parker University does not tolerate retaliatory conduct and strictly prohibits retaliation. Any retaliatory conduct against such persons will be addressed by the University in the most serious manner, and individuals who engage in such actions will be subject to disciplinary action that may include suspension, dismissal, termination, or removal and exclusion from the University.

Retaliation is defined as intimidation, threats, coercion, or discrimination against any individual for the purpose of interfering with any right or privilege secured by this Policy, Title IX or its implementing regulations. Retaliation also includes intimidation, threats, coercion, or discrimination aimed at a person because that person complained of sex discrimination or sexual harassment, testified, provided information, assisted, participated in, or refused to participate in, in any manner, in a sex discrimination or sexual harassment investigation, proceeding, or hearing under Parker

University policies or the law. Notwithstanding this prohibition, there may be circumstances in which conduct, that does not fall under this policy, may fall under other University policies, such as the University's Harassment and Discrimination Policy or other University Code of Conduct. In those instances, after determining the conduct in question does not fall under this Policy, but rather under another university policy, the University may investigate such conduct under the other policy, so long as the purpose is not to engage in retaliation. Anyone who is aware of possible retaliation or has other concerns regarding the response to a sexual misconduct complaint should report such concerns to the Title IX Coordinator, who will take appropriate actions to address such conduct in a prompt and equitable manner.

The University must keep confidential the identity of any individual who has made a report or complaint of sex discrimination or harassment, any respondent, and any witness, except as permitted by the Family Educational Rights and Privacy Act (FERPA), or as otherwise required by law or to carry out the

purposes of Title IX, its implementing regulations, or this Policy, including the conduct of any investigation, hearing, or judicial proceeding arising under this Policy. Complaints alleging retaliation may be filed with the Title IX Coordinator and will be addressed under the University's Harassment and Discrimination Policy.

Charging an individual with a violation of this policy for making a materially false statement in bad faith in the course of a grievance proceeding does not constitute retaliation. However, a determination regarding responsibility is not sufficient, by itself, to conclude that any party made a materially false statement in bad faith.

CONSENT

Consent represents the cornerstone of respectful and healthy intimate relationships. Thus, all sexual conduct or contact occurring on campus and/or occurring with a member of the Parker University community must be consensual.

Consent requires words or overt acts by a competent person indicating a freely given agreement to the sexual conduct at issue. Consent must be freely given without compulsion or duress by a person legally capable of consenting, and not based on fraud or deception. Consent may not be inferred from silence or passivity alone and a current or previous relationship is not sufficient to constitute consent. Consent to some sexual acts does not constitute consent to others, nor does past consent to a given act constitute present or future consent to the same or another sexual act. Consent must be ongoing throughout a sexual encounter and can be revoked or withdrawn at any time prior to or during a specific sexual act by either person.

Consent is not valid when given by someone who is incapacitated or is not of legal age to consent under the circumstances. Consent is also not valid when obtained by coercion or force. In order to find a lack of consent under one of these circumstances, there must be a finding that the complainant was unable to consent and a finding that the respondent knew or had reason to know the complainant was unable to consent. Intoxication of the respondent is not an excuse for failure to obtain consent or failure to know of the complainant's inability to consent.

TITLE IX COORDINATOR

Parker University has designated and authorized the following University official to coordinate and oversee its Title IX compliance efforts, to handle reports of sex discrimination, sexual harassment, and retaliation, and to decide whether formal complaints, alleging actions prohibited by Title IX or this policy, should be accepted for investigation, resolved informally, or dismissed. The Coordinator shall also have authority to file formal complaints when appropriate; to assign formal complaints, alleging action prohibited by Title IX or this policy, to an investigator; to offer supportive measures; and to implement remedial measures upon the recommendation of the hearing decision-maker. Prohibited actions include all forms of sexual harassment, including sexual assault, domestic and dating violence, stalking, and retaliation.

Alaina Mount Title IX Coordinator-Students Associate Provost/Dean of Student Affairs Office Location: East 234 Telephone: (972) 438-6932 Ext. 7156 Email: amount@parker.edu	Sandra McLean Title IX Coordinator-Employees Vice President of Culture Strategy Telephone (972)438-6932 Ext. 7060 Email: sandramclean@parker.edu
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TITLE IX INVESTIGATORS

The University may designate qualified and trained staff and faculty members to investigate formal complaints, which the Title IX Coordinator has accepted for investigation. The investigator on a case may not be the same person as the hearing officer on the case and may not decide appeals. Individuals who are assigned to investigate formal complaints are referred to internally as the University's Title IX Investigators. The following individuals have been trained and designated to serve as Title IX Investigators for Parker University, for formal complaints accepted by the Title IX Coordinator and delegated for investigation.

Gordon Newell Director of Student Success and Special Advising Office Location: North 200 Telephone: (972)-438-6932 Ext.7162 Email: gnewell@parker.edu	Trudy Vazquez Student Support Specialist Office Location: East Building 235 Telephone: (972)-438-6932 Email: trudyvazquez@parker.edu
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Please Note: The Title IX Coordinator and the Title IX Investigators are not confidential reporting resources. While they will address the complaint with sensitivity and keep the information as private as possible, confidentiality cannot be guaranteed. Please see below for information on confidential reporting options.

IMMEDIATE AND ONGOING ASSISTANCE

Individuals who experience sexual harassment are strongly encouraged to seek immediate medical attention in order to treat injuries, test for and treat sexually transmitted infections, test for pregnancy, and access emergency contraception (if requested). Hospitals can also perform rape evidence collection procedures and test for "date rape" drugs. In addition, the Dallas Area Rape Crisis Center offers free, comprehensive services to anyone seeking to heal from sexual violence. Advocates are available 24 hours per day, 7 days per week to support sexual violence victims and their families and friends. They may be contacted at 972-641-7273.

Counseling services will be made available to victims of sexual harassment occurring on or off campus in accordance with the policies of the Office of Counseling Services. The counselor will also assist the victim in establishing an off- campus counseling relationship if needed; however, the cost of such counseling

will be borne by the victim. The counselor will help victims find access to any additional community services that may be needed.

PRESERVATION OF EVIDENCE

If possible, an individual who has been sexually assaulted should not shower, bathe, urinate, douche, brush teeth, drink or change clothes or bedding before going to the hospital or seeking medical attention. If the individual decides to change clothes, they should not wash the clothes worn during the assault and should bring them to the hospital

or medical facility. Because medical evidence dissipates quickly, individuals who wish to preserve such evidence are encouraged to seek medical attention within 48 hours (and no more than 86 hours) of the incident. In addition, all physical evidence, including electronic communications (e.g., emails and text messages), recordings, and photographs should be preserved in its original form. These steps are important to help preserve evidence for possible use in legal actions or requests for a civil no-contact order and/or an order of protection.

REPORTING OPTIONS & DUTIES

Any person may report sex discrimination, including sexual harassment (whether or not the reporter is the alleged victim), in person, by mail, by telephone, or by electronic mail, using the contact information listed for the Title IX Coordinator, or by any other means that results in the Title IX Coordinator receiving the person's verbal or written report. Such a report may be made at any time, by using the Title IX Coordinator's contact information.

The reporting and disciplinary procedures outlined in this policy are separate and apart from the criminal justice system, and a victim of sexual misconduct may choose to file a complaint with either the University or law enforcement, with neither, or with both simultaneously. The outcome of a sexual misconduct complaint filed with the University is not dependent on the outcome of a criminal investigation conducted by law enforcement.

Reporting Incidents of Title IX Sexual Harassment to Parker University

Parker University strongly encourages all victims and witnesses to promptly report incidents of sexual harassment (including sexual assault, domestic violence, dating violence, and stalking, to the Title IX Coordinator. The University takes all complaints of sexual harassment seriously and will work to reach a prompt, impartial, and equitable resolution of the matter.

At Parker, all University employees are considered responsible employees and are required to report all incidences of sexual misconduct to the Title IX Coordinator, unless such employees are specifically designated as confidential employees, as further explained below. In addition, employees that become aware of felony crimes must report such crimes to law enforcement. Parker University Security Department can assist with reports to law enforcement, and they can assist with immediate actions to keep individuals safe in emergency situations. In emergencies, individuals can also call 9- 1-1.

1. Upon learning of a complaint of sexual harassment, the University will offer supportive measures; will take immediate and appropriate steps to discuss appropriate options (e.g., supportive measures, informal resolution (e.g., mediation), or a formal complaint investigation and hearing), with the complainant.

2. All employees are responsible employees and must report to the Title IX Coordinator all relevant details of any alleged act of sexual harassment that the employee is aware of– including the names of the alleged victim (complainant) and alleged perpetrator(s)(respondent(s)), the names of any witnesses, and any other relevant facts, including the date, time and specific location of the alleged incident. To the extent possible, information reported to a responsible employee will be shared only with those officials responsible for handling the University’s response to the report.
3. The University must treat complainants and respondents equitably by offering supportive measures as defined in this Policy and by following the grievance process as set forth in this policy, before the imposition of any disciplinary sanctions or other actions that are not supportive measures against a respondent.

Before a complainant reveals any information to a responsible employee, the employee should ensure that they honor and support the complainant’s wishes. Please note that the University’s responsibility to minors on campus may preclude treating the minor’s complaint as confidential. State and federal reporting requirements may apply.

If a complainant discloses an incident of sexual misconduct to a responsible employee, but wishes to maintain confidentiality or requests that no investigation is conducted or no disciplinary action is taken, the University must weigh that request against the University’s legal obligation to provide a safe, non-discriminatory environment for all students and employees, including the victim. If the University honors the request for confidentiality, a complainant must understand that the University’s ability to meaningfully investigate the incident and pursue disciplinary action against the respondent(s) may be limited. Sometimes, the University will not be able to honor a complainant’s request because of the need to provide a safe, non-discriminatory environment for all students and employees.

When a report is filed with the Title IX Coordinator, the Title IX Coordinator must promptly contact the complainant to discuss the availability of supportive measures, as well as the option to file a formal complaint. The Title IX Coordinator must also inform the complainant of the availability of supportive measures with or without the filing of a formal complaint and explain to the complainant the process for filing a formal complaint.

When weighing a complainant’s request for confidentiality or that no investigation or discipline be pursued, the Title IX Coordinator may consider a range of factors, including, but not limited to the following:

- the increased risk that the respondent will commit additional acts of sexual harassment, sexual assault, dating violence, domestic violence, or stalking, such as:
- whether there has been other sexual harassment, sexual assault, dating violence, domestic violence, or stalking complaints against the same respondent;
- whether the respondent has a criminal record demonstrating a history of sexual harassment, sexual assault, dating violence, domestic violence, or stalking;
- whether the respondent has a history of engaging in sexual harassment, sexual assault, dating violence, domestic violence, or stalking from a prior school or employer;

- whether the respondent threatened further sexual harassment, sexual assault, dating violence, domestic violence, or stalking against the victim or others;
- whether the sexual harassment, sexual assault, dating violence, domestic violence, or stalking was committed by multiple perpetrators or against multiple victims;
- whether the sexual harassment, sexual assault, dating violence, domestic violence or stalking was perpetrated with a weapon;
- whether the sexual harassment, sexual assault, dating violence, domestic violence, or stalking occurred on campus or other property owned or controlled by the University;
- whether the complainant is a minor;
- whether the respondent(s) is a member of the Parker University community;
- whether the University possesses other means to obtain relevant evidence of the sexual harassment, sexual assault, dating violence, domestic violence, or stalking (e.g., security cameras or personnel, audio recordings, physical evidence).

The presence of one or more of these factors could lead the Title IX Coordinator to file a formal complaint to investigate and, if appropriate, pursue disciplinary action against the respondent, despite the complainant's request.

If the Title IX Coordinator determines that the University cannot honor a complainant's request for confidentiality, the University will inform the complainant prior to starting an investigation and will maintain the privacy of the investigation to the extent possible in the context of implementing this Policy. The University will work with the complainant regarding the availability of supportive measures. If the University decides not to open an investigation or pursue disciplinary action, the Title IX Coordinator will inform the complainant of that decision. Retaliation against the complainant will not be tolerated.

The University recognizes that complainants impacted by sexual harassment may wish to take advantage of the health and support services available on campus without disclosing the incident or making a formal report to the University. To that end, certain University employees have been designated as limited and fully confidential resources to whom complainants can speak without their personally identifying information being shared with the Title IX Coordinator or Campus Security.

Certain individuals are not considered responsible employees and can generally talk to a complainant without revealing any personally identifying information about an incident to the University.

Pastoral and licensed professional counselors, when acting in their professional capacity, are not considered responsible employees, and are not required to report any information regarding complaints of sexual misconduct to either the Title IX Coordinator or to law enforcement. Thus, these counselors are not required to report crimes for investigation or inclusion in the annual disclosure of crime statistics. Crimes reported to these counselors are strictly confidential, except in very limited cases where the information suggests an imminent threat to the health and safety of the patient or others, or in cases of child abuse. These counselors include: University Counselor, Natica Blake and any other licensed professional counselors in the Office of Counseling Services, who provide mental health

counseling to members of the University Community. As a matter of policy, pastoral and licensed professional counselors are encouraged – if and when they deem it appropriate – to inform persons being counseled of the procedures to report crimes on a voluntary and confidential basis for inclusion in the annual crime statistics report, and of the option to seek supportive measures and resolution through the Title IX process.

A complainant who speaks to a professional or non-professional counselor or advocate must understand that if the complainant wants to maintain confidentiality, the University may not be able to conduct an investigation into the particular incident or pursue disciplinary action against the alleged perpetrator. Even so, these counselors and advocates will still assist the complainant in receiving other necessary protection and support, such as victim advocacy, academic support or accommodations, disability, health or mental health services, and changes to living, working or course schedules. A complainant who at first requests confidentiality may later decide to file a complaint with the University or report the incident to local law enforcement, and thus have the incident fully investigated. These counselors and advocates will provide the complainant with assistance in filing a complaint if the complainant wishes to do so.

Please Note: While these professional and non-professional counselors and advocates may maintain a complainant's confidentiality vis-à-vis the University, they may have reporting or other obligations under state or federal law, such as mandatory reporting to law enforcement in case of minors; imminent harm to self or others; mandatory reporting of felonies; and requirements to testify if subpoenaed in a criminal case.

Reporting Incidents of Sexual Harassment to Law Enforcement

Some types of sexual harassment, including sexual assault, dating and domestic violence, and stalking are criminal acts and Parker University strongly encourages all victims and witnesses to report suspected criminal acts to the Dallas Police Department or any other appropriate law enforcement agency if the incident occurred off campus. Upon request, Parker University officials are available to assist an individual in contacting and/or notifying the appropriate law enforcement agency. Please note that under Texas law, with certain exceptions, persons who have knowledge of a felony are required to report such information to law enforcement authorities. Failure to report a felony may itself be a crime.

The contact information for the Dallas Police Department is listed below:

Dallas Police Department 1400 S. Lamar Street Dallas, TX 75215

For emergencies, dial 911. For non-emergency calls to all divisions or personnel of the Dallas Police Department, use the business line at 214-671-3001 and the operator will direct the call.

Although cooperation with law enforcement may require Parker University to temporarily suspend its internal investigation into complaints/reports of sexual misconduct, the University will promptly resume the investigation as soon as it is notified by law enforcement that the agency has completed its evidence gathering. The University will not, however, wait for the conclusion of a criminal proceeding to begin its own investigation and, if necessary, will take immediate and interim measures to address the alleged conduct.

A person may also file a complaint of sex discrimination with the United States Department of Education's Office for Civil Rights regarding an alleged violation of Title IX by visiting online or by calling 1-800-421-3481.

AMNESTY FOR REPORTING

Parker University encourages reporting of sexual misconduct and seeks to remove any barriers to an individual making a report. The University recognizes that individuals who have been drinking or using drugs at the time of the incident may be hesitant to make a report because of potential consequences for their own conduct. Thus, individuals who report sexual misconduct or participate in a sexual misconduct investigation, will not be subject to disciplinary action by the University for their own personal consumption of alcohol or drugs at or near the time of the incident, provided that any such violations did not and do not place the health or safety of any other person at risk. Parker University may, however, initiate an educational discussion on the use of alcohol or other drugs or require participation in an alcohol/drug prevention training course/program. Amnesty will not be extended for any violations of Parker University policy other than for alcohol/drug use. In addition, amnesty does not preclude or prevent action by police or other legal authorities.

ANONYMOUS COMPLAINTS

Anonymous complaints will be accepted; however, the University's ability to obtain necessary and additional information may be compromised and the ability to investigate or resolve anonymous complaints may be limited.

BAD FAITH COMPLAINTS

This policy shall not be used to bring frivolous or malicious complaints against members of the Parker University community. If the University's investigation reveals that a complaint is made in bad faith or is knowingly false, such complaint shall be dismissed and the person who filed the bad faith complaint may be subject to disciplinary action. A complaint, however, will not be considered false, frivolous or in bad faith solely because it cannot be corroborated.

ACADEMIC/WORK ACCOMMODATIONS AND SUPPORTIVE MEASURES

Upon learning of sexual harassment, the University may implement non-disciplinary, non-punitive individualized services offered as appropriate, as reasonably available, and without fee or charge to the complainant and the respondent before or after the filing of a formal complaint or where no formal complaint has been filed. Such measures are designed to restore or preserve equal access to the University's education program or activity without unreasonably burdening the other party, including measures designed to protect the safety of all parties or the University's education environment, or deter sexual harassment. Supportive measures may include counseling, extensions of deadlines or other course-related adjustments, modifications of work or class schedules, campus escort services, mutual restrictions on contact between the parties, changes in work or housing locations, leaves of absence, increased security and monitoring of certain areas of the campus, and other similar measures. The University must maintain as confidential any supportive measures provided to the complainant or respondent, to the extent that maintaining such confidentiality would not impair the ability of the University to provide the supportive measures. The Title IX Coordinator is responsible for coordinating the effective implementation of supportive measures.

In certain instances, the University may need to report an incident to law enforcement authorities (e.g., when a suspected felony has occurred). Such circumstances include any incidents that warrant the undertaking of additional safety and security measures for the protection of the student, employee or other members of the Parker University community or other situations in which there is clear and imminent danger, and when a weapon may be involved. However, in all cases, crisis intervention and safety concerns will take precedence.

PROCEDURES FOR INVESTIGATION AND RESOLUTION OF COMPLAINTS (GRIEVANCE PROCEDURES)

These grievance procedures apply only to sexual harassment occurring against a person in the United States. Please note that the University's Harassment and Discrimination and/or other University codes of conduct may apply to sexual harassment occurring against a person outside other the United States.

Upon notification of a complaint alleging a violation of this Title IX Sexual Harassment Policy, an investigation into the matter will be conducted in a prompt, thorough, and impartial manner by the Title IX Coordinator and/or one or more of the University's Title IX Investigators, who shall have adequate knowledge and training on how to conduct proper investigations under Title IX. The designated investigator(s) shall be responsible for gathering relevant evidence but shall not serve as the decision-maker. The objective of the investigation process is to gather relevant evidence, including information from both parties and relevant witnesses, to facilitate a hearing to determine whether a policy violation occurred. If the decider determines that the conduct constitutes a policy violation, the decider will determine what sanctions should be imposed and what actions will be taken to end the harassing or discriminatory conduct and prevent its recurrence.

If the complainant or the respondent has a concern about the conduct of any investigator or believes that an investigator has a conflict of interest that may impair the investigator's ability to be fair and impartial, the complainant/respondent should immediately put her/his concerns in writing and submit them to the Title IX Coordinator for review. The Title IX Coordinator will promptly review the matter and determine whether it is appropriate to recuse the investigator.

COOPERATION WITH INVESTIGATION AND DISCIPLINARY PROCEDURES

Parker University encourages all members of the University community to cooperate fully in the investigation and disciplinary procedures.

The University also understands that there may be circumstances in which a party wishes to limit her/his participation in an investigation. The complainant retains this right. However, the designated investigator(s) may be required to move forward with an investigation, absent the party's participation in the process. In such situations, the University will not draw any adverse inference from a party's silence. However, silence of a party will result in an absence of their side of the story being represented in the information presented for adjudication.

If a complainant or respondent refuses to undergo cross-examination, during the hearing, that person's statements will not be considered.

The University will not restrict the ability of any party to discuss the allegations under investigation or to gather and present relevant evidence. A party's communication with a witness or potential witness is considered part of a party's right to meaningfully participate in furthering the party's interests in the

case. However, where a party's conduct toward a witness violates a no-contact order or rises to the level of retaliation, it is prohibited.

INITIAL ASSESSMENT OF COMPLAINT/REPORT

The investigative process is initiated when the Title IX Coordinator receives a formal complaint of a sexual harassment. The Title IX Coordinator will conduct an initial assessment of the complaint/report to determine the next steps. Following the initial assessment, one or more of the following actions will be taken:

- The Title IX Coordinator must dismiss a complaint if the conduct alleged would not constitute sexual harassment, even if proven, or the conduct did not occur within recipient's education program or activity or in the United States.
- Such a dismissal does not preclude action under another provision of the University's code of conduct or the University's Harassment and Discrimination Policy if they apply.
- The University may dismiss the formal complaint, or any allegations contained in the complaint, if at any time during the investigation or hearing:
 - a complainant notifies the Title IX Coordinator in writing that the complainant would like to withdraw the formal complaint or any allegations in that complaint;
 - the respondent is no longer enrolled or employed by the University; or
 - specific circumstances prevent the University from gathering evidence sufficient to reach a determination as to the formal complaint or allegations in that complaint.

Upon dismissal, the Title IX Coordinator must promptly send written notice of the dismissal and reason(s) for the dismissal to both parties, simultaneously.

Consolidation of formal complaints: The Title IX Coordinator may consolidate formal complaints as to allegations of sexual harassment against more than one respondent, or by more than one complainant against one or more respondents, or by one party against the other party, where the allegations of sexual harassment arise out of the same facts or circumstances.

Please note that sexual misconduct occurring outside of the United States may, under appropriate circumstances, be investigated under the University's Harassment or Discrimination Policy or other relevant policies, so long as the intent is not to retaliate against a person for filing a complaint or otherwise participating in the complaint process. (See, Retaliation section).

If it is determined that the complaint/report, if substantiated, would constitute a violation of this policy, the appropriate supportive measures will be determined and the Title IX Coordinator will explain the options for informal resolution (e.g., mediation) and a formal investigation. The complainant will be advised that a hearing will be held, at which parties and witnesses will be cross-examined by advisors for each party. Neither the complainant nor respondent will be allowed to directly cross examine each other.

Any individual designated by the University as a Title IX Coordinator, investigator, decision-maker, or any person designated by the University to facilitate an informal resolution process must not have a conflict

of interest or bias for or against complainants or respondents generally or an individual complainant or respondent. The Title IX Coordinator's initiation of a formal complaint or an individual's decision that allegations warrant an investigation or hearing shall not be considered evidence of bias. An individual's current job title, professional qualifications, past experience, identity, or sex will not alone indicate bias. Use of trauma-informed practices will not be considered evidence of bias when such practices do not rely on sex stereotypes, apply generalizations to allegations in specific cases, cause loss of impartiality, or prejudge the facts at issue. The University will apply an objective, common sense approach to evaluating whether a particular person serving in a Title IX process is biased and will exercise caution not to apply generalizations that might unreasonably conclude that bias exists.

NOTICE OF ALLEGATIONS

Upon receipt of a formal complaint, the University must provide the following written notice to the parties who are known:

1. Notice of the University's grievance process that complies with this section, including any informal resolution process.
2. Notice of the allegations of sexual harassment potentially constituting sexual harassment, including sufficient details known at the time and with sufficient time to prepare a response before any initial interview. Sufficient details include, if known:

INFORMAL RESOLUTION

1. The University may not require a party to waive the right to an investigation and a live hearing with cross-examination.
2. The University may not require the parties to engage in an informal resolution process and may not offer informal resolution, unless a formal complaint is filed and both parties agree, in writing, to an informal resolution.
3. At any time prior to reaching a determination regarding responsibility, the University may facilitate an informal resolution process, such as mediation, a negotiated resolution, or restorative justice, that does not involve a full investigation and adjudication, provided that the University issues a written notice disclosing:
 - the allegations
 - the requirements of the informal resolution process (including the circumstances under which it precludes the parties from resuming a formal complaint arising from the same allegation);
 - a statement that at any time prior to agreeing to a resolution, any party has the right to withdraw from the informal resolution process and resume the grievance process with respect to the formal complaint; and
 - an explanation that any consequences resulting from participating in the informal resolution process, including the records that will be maintained or could be shared;
 - Obtains the parties' voluntary, written consent to the informal resolution process;

- Does not offer or facilitate an informal resolution process to resolve allegations that an employee sexually harassed a student.

Informal resolutions shall be resolved within 30 days of assignment, unless there is good cause shown to continue the process. Good cause shall include: showing that reasonable progress is being made and that continued informal resolution efforts will likely result in resolution or that there was a good reason for failure to resolve the complaint within 30 days (e.g., the unavailability of the parties, school closings, etc.)

FORMAL INVESTIGATION

The following procedures shall apply during a formal investigation:

1. The investigator will offer each party the opportunity to be interviewed, to provide a written statement, to provide evidence for consideration, to submit suggested witnesses, and to submit information from fact witnesses and expert witnesses.
2. Both the complainant and the respondent to the complaint will have an equal opportunity to provide evidence and to identify any witnesses that support their position.
3. The investigators must presume that the respondent is not responsible for the alleged conduct until a determination regarding responsibility is made at the conclusion of the grievance process.
4. The burden of proof and the burden of gathering evidence sufficient to reach a determination regarding responsibility rests on the University and not on the parties.
5. Interviews shall be sought from the complainant, the respondent, any witnesses identified by the parties as relevant and necessary to the matter, and any witnesses determined by the investigator(s) to be relevant to the matter. If any witnesses identified by the parties as relevant and necessary to the matter are not interviewed, then the investigator(s) will state, in the written response to the parties, the reason(s) for not conducting the additional interviews.
6. Parties and witnesses may be interviewed more than once in order to gather all relevant information and evidence.
7. All relevant documents and evidence shall be gathered and reviewed by the investigator(s) and, upon request, made available for review by the parties, except to the extent that such documents and/or evidence contain privileged, confidential, or FERPA-protected information, which shall be determined solely by the University. For example, the University cannot access, consider, disclose, or otherwise use a party's records, that are made or maintained by a physician, psychiatrist, psychologist, or other recognized professional or paraprofessional acting in the professional's or paraprofessional's capacity, or assisting in that capacity, and which are made and maintained in connection with the provision of treatment to the party, unless the

University obtains that party's voluntary, written consent to do so for a grievance process under this Policy. If a party is a minor, then the University must obtain the voluntary, written consent of a parent or guardian.

8. Due to the nature of most sexual harassment allegations, the parties will be interviewed separately and neither the complainant nor respondent will be permitted to directly question one another. However, the parties may have their advisors cross-examine the other party and/or their witnesses, in a live cross examination hearing. A complainant's or respondent's advisor may also be allowed to ask questions of their own party, to help the party explain the party's side of the story. Cross examination may not include questions about a complainant's sexual behavior or disposition, unless evidence of such behavior is offered to establish consent or to demonstrate that another party is responsible for committing the violation.
9. All investigations will be conducted under a preponderance of the evidence standard, meaning, the decision-maker will determine whether it is more likely than not that the respondent violated this Title IX Sexual Harassment Policy.
10. Both the complainant and the respondent may have a single advisor/support person of their choice present during any meetings with the investigator(s). The advisor/support person may not actively participate during any meetings or ask or answer any questions during the meetings. They may advise the parties privately but may not confer with them while the meeting is in progress. The investigator(s) may remove any advisor/support person who distracts or disrupts the investigatory process. The support person may be the same individual who represents the party at the live hearing with cross-examination. An advisor may participate in the hearing to conduct live cross examination of the parties or witnesses and to respond to questions from the decision maker.
11. The investigator(s) may record by electronic, stenographic, or other means any meeting, to the extent permitted by law. Other than the official recording made by the investigator(s), no photographs, tape recordings, videotapes, stenographic records, or other recordings of proceedings under this policy may be made by any person.
12. The investigation shall be completed as promptly as possible. Generally, investigations will be completed within 90 calendar days of receipt of the complaint. However, complicated cases, absence of witness, school closings, or other factors may result in longer investigations. If the investigation will exceed 90 calendar days, the investigator(s) will notify the complainant and the respondent.
13. The parties and their advisors shall receive simultaneous access to the investigative report.
14. The parties must have an opportunity to review all the evidence, including evidence upon which the University does not intend to rely in reaching a determination regarding responsibility and inculpatory or exculpatory evidence whether obtained from a party or other source, so each party can meaningfully respond to the evidence prior to the conclusion of the investigation.
15. Prior to completion of the investigative report, the University must send to each party and the party's advisor, if any, the evidence subject to inspection and review in an electronic format or a hard copy. The parties and advisors are not permitted to disseminate the evidence subject to inspection and review. The parties must have at least 10 calendar days to submit a written response, which the investigator will consider prior to completion of the investigative report. The University must also make all such evidence subject to the parties' inspection and review

available at any hearing to give each party equal opportunity to refer to such evidence during the hearing, including for purposes of cross-examination.

16. The investigators shall create an investigative report that fairly summarizes relevant evidence. At least 10 days prior to a hearing or other time of determination regarding responsibility, the University must send to each party and the party's advisor, if any, the investigative report in an electronic format or a hard copy, for their review and written response. The decider shall review the written responses prior to hearing.

HEARING

1. The University must provide a live hearing, with cross-examination.
2. At the hearing, each party's advisor is allowed to ask the other party and any witnesses all relevant questions and follow-up questions, including those that challenge credibility.
3. A party is never permitted to cross-examine another party. Only the party's advisor can conduct cross examination.
4. An advisor can attend the hearing and conduct cross-examination, even if the party they represent does not appear. No assumption should be inferred about the appearance or non-appearance of the party.
5. Third party cross-examination of what a non-appearing party stated does not count as statements tested on cross-examination. For example, family or friends cannot appear on behalf of the non-appearing party and answer questions for them.
6. The decider may rely on a description of the words allegedly used by a respondent, if those words constitute part of the alleged sexual harassment at issue, even if the party does not submit to cross-examination.
7. Although the refusing party's statement cannot be considered, the decider may reach a determination based on the remaining evidence so long as no inference is drawn based on the party or witness's absence from the hearing or refusal to answer cross-examination (or other) questions. (Example: The complainant refused to answer cross-examination questions, but video evidence shows the underlying incident. The video evidence may still be considered.)
8. No statements in police reports, medical reports, or other documents can be considered statements of parties or witnesses who do not submit to cross examination.
9. The decision as to what occurred, whether it constitutes a policy violation, and what sanctions are appropriate shall be made by the decision-maker, who cannot be the same person as the Title IX Coordinator or the investigator. The decision-maker shall be trained on how to conduct a hearing, including any technology needed to conduct the hearing remotely.
10. The decision maker shall also be trained on how to recognize that a party should not be "unfairly judged due to inability to recount each specific detail of an incident in sequence, whether such inability is due to trauma, the effects of drugs or alcohol, or simple fallibility of human memory".

11. The hearing may be conducted with all parties physically present in the same geographic location or in separate rooms. At the request of either party or at the University's discretion, the hearing may occur with the parties located in separate rooms with technology enabling the decider and parties to simultaneously see and hear the party or the witness answering questions, using an online platform, such as Zoom, as long as both parties can see each other.
12. The University must create an audio or audiovisual recording or transcript, of any live hearing. It must be available to the parties for inspection and review.
13. Each party is entitled to the advisor of the party's choice. If a party does not have an advisor, the University shall appoint an advisor, of the University's choice, to conduct cross-examination in the place of the party's advisor of choice. Both parties must have advisors, who may be, but are not required to be attorneys. There shall be no charge to either party for an advisor appointed by the University.
14. The parties shall have the same opportunities to have others present during any grievance proceeding, including the opportunity to be accompanied to any related meeting or proceeding by the advisor of their choice, who may be, but is not required to be, an attorney, and not limit the choice or presence of advisor for either the complainant or respondent in any meeting or grievance proceeding. The University may, however, establish restrictions regarding the extent to which the advisor may participate in the proceedings, as long the restrictions apply equally to both parties.
15. For reasons of confidentiality, the advisor is the only individual permitted to accompany the party at hearing, unless otherwise required by law (e.g., a sign language interpreter).
16. The advisor's role in the hearing shall be limited to cross examination unless the advisor is asked a question by the decider. For all other meetings, the advisor may accompany the complainant or respondent. However, the advisor's role is limited to that of silent support person in those other meetings.
17. The University will provide to a party, whose participation is invited or expected, written notice of the date, time, location, participants, and purpose of all hearings, investigative interviews, or other meetings, with sufficient time for the party to prepare to participate;
18. The decider shall not require, allow, rely upon, or otherwise use questions or evidence that constitute, or seek disclosure of, information protected under a legally recognized privilege (e.g., attorney-client, doctor-patient, etc.), unless the person holding such privilege has waived the privilege in writing.
19. At the live hearing, the decision-maker must permit each party's advisor to ask the other party and any witnesses all relevant questions and follow-up questions, including questions that challenge credibility. The advisor's questions may test consistency, accuracy, and memory, so that the decision-maker can better assess whether a party's story should be believed. The advisor may direct the decision-maker's attention to implausibility, inconsistency, unreliability, and ulterior motives, in the other party's statements. Appropriate questions will advance the asking party's perspective with respect to the specific allegation at issue. The decider may also ask questions to help the decider determine whether or not a policy has been violated.

20. No party-on-party questioning will be permitted. Such cross-examination must be conducted directly, orally, and in real time by the party's advisor of choice and never by a party personally. Other than this function, the advisor may not participate in the proceedings, except if the decider uses its discretion to allow participation, for the purpose of obtaining additional relevant evidence only.
21. If a party does not submit to cross examination at the live hearing, the decision-maker must not rely on any statement of that party or witness in reaching a determination regarding responsibility. However, the decider cannot draw an inference about the determination regarding responsibility based solely on a party's or witness's absence from the live hearing or refusal to answer cross-examination or other questions.
22. During the hearing, the decider will evaluate each question for relevance before an answer may be given to that question. Questions that are not relevant will be disallowed. Before a complainant, respondent, or witness answers a cross-examination or other question, the decider must first determine whether the question is relevant and explain any decision to disallow a question as not relevant. The decider is not required to give a lengthy or complicated explanation of a relevancy determination during the hearing. The decider may send to the parties after the hearing any revisions to the decider's explanation that was provided during the hearing.
23. Questions and evidence about the complainant's sexual predisposition or prior sexual behavior are not relevant, unless: (a) such questions and evidence are offered to prove that someone other than the respondent committed the conduct alleged by the complainant; or (b) if the questions and evidence concern specific incidents of the complainant's prior sexual behavior with respect to the respondent and are offered to prove consent.
24. Repetition of the same question, evidence that is duplicative of other evidence, and information protected by a legally recognized privilege that has not be waived is irrelevant.
25. The decider will not exclude relevant evidence but may objectively evaluate such evidence by analyzing whether that evidence warrants a high or low level of weight or credibility.
26. Both parties shall have an equal opportunity to present witnesses, including fact and expert witnesses, and other evidence, to show that the respondent either did or did not commit a policy violation.
27. After the hearing, the decision-maker must issue a written determination regarding responsibility, applying the preponderance of evidence standard. There shall be an objective evaluation of all relevant evidence, including both evidence that tends to prove a policy violation and evidence that disproves a policy violation.
28. The decision-maker will evaluate all admissible, relevant evidence for weight or credibility. The degree to which any inaccuracy, inconsistency, or implausibility in a narrative provided by a party or witness should affect a determination regarding responsibility is a matter to be decided by the decision-maker, after having the opportunity to ask questions of parties and witnesses, and to observe how parties and witnesses answer the questions posed by the other party. Corroborating evidence is not required. Credibility determinations are not based solely on

observing demeanor, but are also based on other factors (e.g., specific details, inherent plausibility, internal consistency, corroborative evidence). Credibility determinations will not be based on an individual's status as a complainant, respondent, or witness.

29. The written determination must include the following:
 - a. The standard of evidence for making the decision, which shall be the preponderance of the evidence standard (i.e., whether it is more likely than not that the violation occurred).
 - b. Identification of the Complainant's allegations potentially constituting sexual harassment, as defined above.
 - c. A description of the procedural steps taken from the receipt of the formal complaint through the determination, including any notifications to the parties, interviews with parties and witnesses, site visits, methods used to gather other evidence, and hearings held.
 - d. Findings of fact supporting the determination.
 - e. Conclusions regarding the application of the University's Title IX Sexual Harassment Policy and other relevant policies to the facts.
 - f. The result, as to each allegation, including a statement of, and rationale for the result, a determination regarding responsibility, any disciplinary sanctions the University imposes on the respondent, and whether remedies designed to restore or preserve equal access to the University's education program or activity will be provided by the University to the Complainant.
 - g. The University's procedures and permissible bases for the complainant and respondent to appeal.
30. The University must provide the written decision to both parties simultaneously.
31. The determination regarding responsibility becomes final, either on the date that the University provides the parties with the written determination of the result of the appeal, if one is filed or, if an appeal is not filed, the date on which an appeal would no longer be considered timely.
32. The respondent shall not be informed of all remedies offered to the Complainant unless they specifically relate to the respondent.
33. The Title IX Coordinator or the Deputy Coordinator is responsible for effective implementation of any remedies.

APPEALS

34. Each party shall have an equal opportunity to file a written appeal to the University's dismissal of a formal complaint or any allegations in the complaint or a determination regarding responsibility, within 10 calendar days of receipt of the determination on the following bases:
 - a. Procedural irregularity that affected the outcome of the matter;

- b. New evidence that was not reasonably available at the time of the determination regarding responsibility (the hearing decision) or dismissal was made, that could affect the outcome of the matter; and/or
 - c. The Title IX Coordinator, investigator(s), or decision-maker(s) had a conflict of interest or bias for or against complainant or respondent generally or the individual complainant or respondent that affected the outcome of the matter.
35. The appeal shall be filed with the Title IX Coordinator, who will assign the appeal to a trained senior administrator or external party for decision.
36. As to all appeals, the Title IX Coordinator must:
- a. Notify the other party in writing when an appeal is filed and implement appeal procedures equally for both parties;
 - b. Ensure that the decision-maker(s) for the appeal is not the same person as the decision-maker(s) that reached the determination regarding responsibility or dismissal, the investigator(s), or the Title IX Coordinator;
 - c. Ensure that the decision-maker(s) for the appeal complies with the standards set forth in this Policy;
 - d. Give both parties a reasonable, equal opportunity to submit a written statement in support of, or challenging, the outcome;
 - e. Issue a written decision describing the result of the appeal and the rationale for the result; and
 - f. Provide a written decision simultaneously to both parties.
 - g. Appeals shall be resolved within 30 calendar days from the date of filing, unless good cause is shown, with written notice to the parties. Good cause may include, but shall not be limited to: the unavailability of parties, a party's advisor, or a witness (if needed); delays caused by concurrent law enforcement activity; the need for language assistance or accommodation of disabilities; school closings; or emergencies caused by the pandemic.

SANCTIONS

A complaint alleging sexual misconduct does not alone constitute proof of prohibited conduct. As such, the fact that a complaint has been filed against an individual in the past shall not be taken into consideration when evaluating or making decisions regarding the academic or employment status of such individual, unless the previous or current investigation results in a finding of a policy violation.

Persons found to be in violation of this policy will be subject to immediate and appropriate disciplinary action, proportional to the seriousness of the offense. Possible sanctions include: educational sanctions, oral or written warning/reprimand, loss of privileges, mandatory training or counseling, disciplinary probation, performance improvement plan, last chance agreement, University or social probation, expulsion from school, reassignment, fine, restitution, no-contact order, restriction from specific

University programs or activities, restriction from University employment, involuntary leave of absence, and/or removal and exclusion from Parker University property.

EMERGENCY REMOVAL

The University may remove a respondent from the University's education program or activity on an emergency basis, provided that the University performs an individualized safety and risk analysis, determines that an immediate threat to the physical health or safety of any student or other individual arising from the allegations of sexual harassment justifies removal, and provides the respondent with notice and an opportunity to challenge the decision immediately following the removal. This provision shall not modify any rights under the Section 504 of the Rehabilitation Act of 1973 or other applicable laws.

TRAINING, PREVENTION AND EDUCATION

Parker University provides educational resources, programming and counseling services throughout the year related to the prevention of sexual assault, stalking, and domestic and dating violence. Educational awareness and training programs are presented during student and employee orientations. The Title IX Coordinator also provides routine and ongoing education and training related to the prevention of sexual assault, stalking, and domestic and dating violence.

Parker University now requires that all students and employees successfully complete an on-line training course/program on the awareness and prevention of sexual assault, stalking, and domestic and dating violence. The on-line training course/program is currently provided through an outside vendor and addresses the following:

- Definitions of sexual harassment, sexual assault, domestic violence, dating violence, stalking, and consent;
- Safe and positive options for bystander intervention that may be utilized by an individual to prevent harm or intervene when there is a risk of domestic violence, dating violence, sexual assault, or stalking against a person; and
- Information on risk reduction to recognize warning signs of abusive behavior and how to avoid potential attacks, among other topics.

In addition to the on-line training course/program, students and employees are required to successfully complete a refresher course/program annually.

All individuals designated to serve as investigators, deciders, facilitators, advisors, and appeal panelists under this policy (including the University's Title IX and Disability Coordinator) receive training and education regarding these policies as required by Title IX and Clery Act regulations. Investigators are trained on how to conduct proper investigations in a prompt, thorough, and impartial manner. Training and certification is conducted by the Title IX Coordinator, and by other trained professionals.



TEG Hardship Policy

I. Policy Statement

The Tuition Equalization Grant (TEG) program provides grant aid to financially needy students to enable them to attend private colleges or universities in Texas, based on continued allocations to Parker University as determined by Texas Legislature. The grant requires students to meet specific criteria to be eligible. Under the hardship provision, students who would generally be ineligible for the TEG may be deemed eligible due to unusual circumstances beyond their control. Written appeals due to hardship will be considered to determine if the student may receive TEG. The student must submit the appeal and appropriate documentation to the Office of Financial Aid by the established deadline to be considered for the TEG Hardship provision.

II. Reason for Policy

Parker University is committed to supporting our student body through life challenges that may be beyond their control. The TEG Hardship Policy allows students to continue their progress toward graduation by appealing for hardship provisions due to unusual circumstances that have negatively impacted their ability to maintain TEG requirements.

III. Policies that work in Unison

Related Policies:

- TEG Policy
- Satisfactory Academic Progress (SAP)

Relevant Forms:

- TEG Appeal form

IV. First-Year Award Requirements

The student must meet the eligibility requirements outlined by the Texas Higher Education Coordinating Board listed below:

- Have financial need as determined by the Free Application for Student Financial Aid (FAFSA)
- Be classified by the institution as a Texas Resident
- Be registered with the Selective Service, or be exempt
- Be enrolled at least $\frac{3}{4}$ time
 - 9 credit hours per term for an undergraduate student
 - 4.5 credit hours per term for a graduate student
 - 12 credit hours per term for a doctor of chiropractic student
- Be an undergraduate student enrolled in a degree plan leading to a first associate or baccalaureate degree
- Be a graduate student enrolled in a degree plan leading to a first master's, professional, or doctoral degree
- Maintain satisfactory academic progress (SAP) as determined by the institution. See the SAP policy for details.
- Not have earned a degree for which currently enrolled
- Not be a recipient of an athletic scholarship
- Be required to pay more tuition than is required at a comparable public school or university and be charged no less than the tuition required of all similarly enrolled at the institution.

V. Second-Year Award Requirements

At the end of the first academic year

- Meet all the First-Year Award Requirements
- Must meet at minimum Parker University's Satisfactory Academic Progress (SAP) policy

VI. Subsequent Year Award Requirements

At the end of the second academic year, and all years thereafter

- Undergraduate students
 - Must have completed a total of 24 semester credit hours in the most recent academic year with a 75% completion rate for hours attempted in that year
 - Must have a minimum cumulative 2.5 GPA
- Graduate/Doctor of Chiropractic students
 - Must have completed 18 semester credit hours in the most recent academic year with a 75% completion rate for hours attempted in that year
 - Must have a minimum of 2.5 cumulative GPA

VII. Procedures

1. The student initiates the request for a hardship appeal with the Office of Financial Aid by submitting a TEG Hardship Appeal form (attached) for the appropriate year. Students can find the TEG Hardship Appeal form on MyParker – Student Services – Financial Aid - Forms.
2. The student's hardship appeal must include the reason for their inability to meet the requirement that was beyond their control. Examples include, but are not limited to, illness, family emergency, hospitalization admittance, letter of military deployment, or final term of their degree program that has less than three-quarter enrollment.
3. The student must include a letter explaining their plans to improve their GPA and/or completion rate of courses.
4. The Director of Financial Aid, Registrar, and the TEG Program Officer will assess each hardship appeal on a case-by-case basis, using professional judgment, and a determination will be made within 5 days of receiving the Hardship Appeal form.
5. The Director of Financial Aid will notify the student of the status of their hardship appeal and eligibility for TEG.

VIII. Contacts

Office of Financial Aid askfinancialaid@parker.edu



2022-2023 Tuition Equalization Grant Hardship Appeal

Student Name: _First Name_Last Name_ Student ID: __Parker ID__

I am requesting an appeal for the loss of my Tuition Equalization Grant (TEG) eligibility for the following term:

☐ Fall __Choose a year._____
(year)

☐ Winter _ Choose a year. ____
(year)

TEG eligibility loss for the following reason(s). Check all that apply:

☐ My Cumulative Grade Point Average (CGPA) is below the required published standards of 2.5.

☐ My Completion rate is below published standards of 75%. (Earned credit hours divided by Attempted credit hours)

☐ My number of completed hours do not meet the requirement to continue receiving TEG.
After second and subsequent years (Undergraduate student) - 24 completed credit hours in the prior year
After second and subsequent years (Graduate/DC students) - 18 completed credit hours in the prior year

☐ My enrollment is less than the $\frac{3}{4}$ time (9 term credits as Undergraduate Student, 4.5 term credits as a Graduate student, 12 trimester credits as DC Student).

☐ My Enrollment is less than the $\frac{3}{4}$ time, due to being enrolled in my final term.

Required Documentation:

1. A typed appeal letter that explains why you failed to meet the TEG requirements for continued eligibility. The appeal letter must also include what has changed and your plan to ensure future academic success.
2. Documentation supporting the extenuating circumstance(s) discussed in your appeal letter:
 - a. Supporting documentation should directly relate to the problem term(s) and support the information provided in the appeal letter
 - b. Examples of supporting documentation may include but is not limited to:
 - i. Death in the family (immediate family member) - include a copy of the death certificate or obituary
 - ii. Medical issues (yours or an immediate family member's) - include copies of medical documentation
 - iii. Employment situation - include a statement from that employer on company letterhead that describes your situation; it should include their contact information
 - iv. Auto accident - include a police report and/or copies of medical documents
 - v. Military deployment

APPEALS SUBMITTED WITHOUT ALL REQUIRED DOCUMENTATION (ITEMS LISTED ABOVE) WILL NOT BE CONSIDERED.

Please note: All appeals must be in writing and submitted to the Office of Financial Aid prior to the deadline indicated in the written notice of loss of eligibility.

By signing below, you agree all statements and documents are true and accurate. You also understand: (1) the submission of an appeal does not guarantee approval of financial aid and (2) ALL the above requested information must be submitted for my appeal to be considered.

Student Signature: _____ Date: _____



Transfer Credit Policy

I. Policy Statement

Parker University is committed to reviewing all incoming students for applicable transfer credit to ensure appropriate acceptance of a student's previously earned coursework. The policy establishes fair and equitable guidelines for accepting coursework completed from other higher education institutions.

II. Reason for Policy

This policy provides consistency in determining equivalency in the content, contact hours, and quality of education of transfer credit to give maximum consideration to students who change institutions or educational paths. This policy supports the university's mission of fostering an environment that cultivates lifelong learning.

III. Policies that work in Unison

Residency Policy
Grading System
Admissions Policy
Definition of a Credit Hour

IV. Policy

A. Transfer Credit Guidelines

The following guidelines are used to evaluate transcripts for transfer credit received from other accredited institutions. Applicants who falsify or omit information from an application for transfer credit will be permanently denied admission to Parker University.

1. Transfer from the U.S. Department of Education or Council of Higher Education Accreditation Recognized Institutions

Parker University accepts transfer credits applicable to an applicant's program of study from institutions with accreditation from a [U.S. Department of Education or Council of Higher Education Accreditation \(CHEA\) recognized accreditor](#). Transfer credit may only be considered for courses with a grade of C or higher.

2. Transfer from Non-US Department of Education or Council of Higher Education Accreditation Recognized Accredited Institutions

Credits from institutions with accreditation from a [non-U.S. Department of Education and/or CHEA-recognized accreditor](#) that are substantially equivalent in content to Parker University courses and apply to an applicant's program of study may be granted on a course-by-course basis. The acceptance of courses from non-USDE/CHEA accredited institutions is contingent upon appropriate faculty credentials and the applicable course content of the course to be accepted as transfer credits. The appropriate academic dean will review credits and faculty credentials from non-USDE/CHEA-accredited institutions. Transfer credit may only be considered for courses with a grade of C or better.

3. Transfer from International Institutions

Upon receipt of an official transcript, transfer credits from non-U.S. colleges/universities are evaluated and granted on a course equivalency basis. It is the student's responsibility to contact an approved educational evaluation organization to request that a foreign transcript review be prepared and mailed directly to Parker University, attesting that the courses are equivalent to courses earned at a regionally accredited institution of higher education in the United States. Before granting transfer of credit for any course, the university reserves the right to test applicants or request that they successfully pass an examination administered by a Parker University faculty member. Transfer credit may only be considered for courses with a grade of C- or better.

B. Transfer Credit Disclosures

1. Articulation Agreements

Parker University recognizes transfer credit from institutions that have approved articulation agreements with the university.

2. Veteran Evaluation of Prior Training

A Veterans Affairs benefit recipient is responsible for reporting all previous education and training to Parker University. The university evaluates the information and grants appropriate credit, proportionally reducing training time and tuition. The veteran student and the Veterans Administration are notified.

3. Transfer of Parker University Credit to Other Institutions

Students interested in continuing their education at an institution other than Parker University should first inquire at the institution they plan to attend to determine the credits and requirements needed for entrance to that institution. Transferability of credits is at the discretion of the receiving institution. Parker University cannot assure transfer of credit.

4. Transient Students

Undergraduate students attending another university, who are in good standing, may take up to eight hours as a transient student to transfer back to the primary university. Students must provide a letter of good standing from the primary institution, a current official transcript from the primary university, complete an application for admission to Parker University, pay all appropriate fees, and receive approval from the appropriate Dean or Vice Provost.

C. Treatment of Transfer Credit

The policy for determining equivalency or transfer credit between educational institutions in Texas has been set by the Texas Higher Education Coordinating Board (THECB). Using a Texas Common Course Numbering System (TCCNS), a uniform set of course designations for lower-division academic courses have been cooperatively agreed upon by higher education institutions in Texas. The use of the TCCNS determines course equivalencies and promotes consistency in the evaluation process.

Parker University does not guarantee acceptance of credits from any other institution. It may be necessary for students to forfeit previously earned credit in the transfer process since university philosophies, objectives, and programs may vary and change from year to year. For students transferring to Parker University, the Registrar's Office will evaluate all post-secondary transcripts

for applicable transfer credit toward the applicant's degree program. A temporary evaluation from unofficial transcripts may be performed; however, only courses listed on official transcripts receive permanent transfer credit.

Official transcripts must be received within a student's first term of enrollment, or no transfer credits will be officially granted. It is the student's responsibility to request that official transcripts be sent from all prior post-secondary institutions to the Office of Admissions at Parker University. Failure to provide official transcripts in the first term of enrollment will prevent a student from being registered for subsequent terms. Students have the option to fill out a transcript authorization/release form available in the Registrar's Office to allow Parker to attempt to request transcripts on a student's behalf.

Official transfer credit becomes part of a student's record at Parker University, therefore, it is included on institutional transcripts. Only applicable credit toward a student's degree program will be accepted as transfer credit. All transferable credit is converted to semester credit hours, regardless of the originating institution's calendar system. Transfer credit may be applied to a student's record by the following means:

- One-to-one course equivalency: Transfer credit awarded on a one-to-one course equivalency basis will be awarded the equivalent semester credit hours(s), and the final letter grade earned at the originating institution will be utilized. The credit is calculated in a student's quantitative (completion rate) and qualitative (cGPA) satisfactory academic progress.
- Combined credit equivalency: Transfer credit awarded by combining one or more courses from another institution to meet a single course requirement at Parker University will be awarded credit hours based on the university's course requirement. Combined credit will be transferred with a grad code of "TC" for general transfer credit. These credits will be calculated in a student's quantitative (completion rate) satisfactory academic progress but will not be calculated in the qualitative (cGPA) measurement.
- Block credit: A block of credit transferred to Parker University, such as in the instance of articulation agreements or teach-out programs, will be awarded in semester credit hours and assigned a grade code of "TC" for general transfer credit. These credits will be calculated in a student's quantitative (completion rate) satisfactory academic progress but will not be calculated in the qualitative (cGPA) measurement.

D. Acceptance of Alternative Credit

Alternative credit is credit earned through the College Level Examination Program (CLEP) or other institutional proficiency exams, such as Defense Action for Non-Traditional Educational Support (DANTES), Advanced Placement Program (AP), International Baccalaureate (IB), Program Evaluation

Procedure (PEP), New York Board of Regents College Examinations, through challenging a course, or through experience and training in the military, as recommended by the American Council of Education (ACE) and documented on a military transcript. No more than 45 semester hours of alternative credit may be transferred to Parker University. Students cannot CLEP or test out of lab requirements. Alternative credit may not be used to meet the 24-hour life/physical science requirement for Doctor of Chiropractic admissions.

1. Several Credit by Examination programs may earn credit toward a Parker University degree. The following guidelines apply:

- Credit granted can be used to satisfy specific, general, or elective degree requirements determined by the Academic Dean.
- An official score report from the examining agency must document credit by examination for transfer credit to be considered. It will not be accepted based on acceptance by another college or university transcript.
- A maximum of 45 semester hours may be granted by combining AICE, AP, IB, CLEP, and military credits.
- Students must have taken the exams (AICE, AP, IB) and reported their scores to the university before registration or before the end of the first term of enrollment at Parker University.
- Current Parker University students should obtain prior approval from the Academic Dean before taking CLEP examinations.
- Credit will only be awarded once for the same subject, whether earned by examination, dual enrollment, transfer credit, or Parker University course credit.
- If duplicate credit exists among AICE, AP, IB, or CLEP, the exam yielding the most credit will be awarded.
- Credit by examination is not assigned a letter grade and is not counted toward special recognition or honors.
- Credit by examination will not be applied toward the Doctor of Chiropractic degree requirements.

2. Awarding Credit for Military Training

Active Duty and Veteran service members may be eligible to receive transfer credit for military training if applicable to the student's degree program. Military transcripts must be provided, and applicable credit will be awarded based on the American Council of Education (ACE) recommendation.

3. Advanced International Certificate of Education (AICE)

Students completing approved AICE examinations with A, B, or C scores on both A and AS levels may earn Parker University credit.

- Parker University awards 6 – 8 credit hours per A-Level subject in which a student scores a C or better.
- Parker University awards 3 – 4 credit hours per AS-Level subject in which a student scores a C or better.

4. College Board Advanced Placement Program (AP)

Parker University participates in the Advanced Placement Program agreement administered by high schools through the College Entrance Examination Board (CEEB). Under this system, a student entering Parker University may receive placement in advanced

courses and accelerate their studies. Students who participated in the AP Program in high school and received a score of 3 or better on qualifying AP examinations are eligible for college credit for related courses. To be eligible to receive credit, students must submit an official Advanced Placement score report from the College Entrance Examination Board.

Students who wish to receive credit for College Entrance Examination Board AP examinations are responsible for having their AP score reports sent to the university by the College Board and for ordering and paying any fees associated with AP score reports. Reports must be received by the Registrar's Office directly from the College Entrance Examination Board. To view and order AP score reports, please visit www.apscore.org. Students who cannot use the online score reporting system to send score reports may mail

or fax a signed, written request with payment to AP Services. Please visit the [College Board website](#) to learn more about the fees, delivery, and mail or fax requests. (A list of College Board AP tests and required scores is included on the last page of this policy.)

5. International Baccalaureate (IB)

Parker University values the International Baccalaureate (IB) Diploma Program and its engaging and challenging curriculum that encourages critical thinking, intercultural understanding, and respect. The university welcomes applications from IB students.

In accordance with Texas Education Code 51.968, Parker University will award at least 24 hours of specific course college credit to those students who have earned an International Baccalaureate Diploma and present IB exam scores of 4 or higher. College credit earned through the IB Diploma or IB exams must be approved by the Dean or Vice Provost. Students may be awarded up to 45 credits. Students with a score of 4 on subject areas will receive 3 – 4 credits for each examination. Students with a score of 5 or above will receive 6 – 8 credits. IB applicants to Parker University must satisfy the English Language requirement by attaining a minimum score of 4 on the standard or higher English language examinations. There is no need for students who have taken these IB Diploma Program English courses to take other qualifications such as IELTS or TOEFL.

The official International Baccalaureate transcript is required to award credit. The credit will be awarded as follows:

Subject	Score of 4 on standard or higher-level exams	Score of 5-7 on standard or higher-level exams
	(3 credits/4 credits lab courses)	(6 credits/8 credits lab courses)
Biology	BIOL1308 (3 credits)	BIOL1308/BIOL1309 (8 credits)
Chemistry	CHEM1411 (4 credits)	CHEM1411/CHEM1412 (8 credits)
Computer Science	COSC1301	NA
Economics	ECON2301	ECON2301/ ECON2302
English	ENGL1301	ENGL1301/ ENGL1302
Environmental Systems	BIOL1308 (3 credits)	BIOL1308/BIOL1309 (6 credits)
History of Americas	HIST1301 or HIST1302	HIST1301 and HIST1302
Language A: Literature	ENGL2326 or MUSI1306	ENGL2326 and MUSI1306
Mathematics	MATH1314 or MATH1324 or MATH1325	MATH (6 credits)
Music	MUSI1306	NA
Philosophy	PHI1010	Elective (6 credits)
Physics	PHYS2425 (4 credits)	PHYS2425/PHYS2426
Psychology	PSYC2301	PSYC2301/PSYC2314
Social and cultural anthropology	Elective	Elective (6 credits)

V. Procedures

1. Prospective students submit transcripts from all previously attended institutions to the Office of Admissions
2. Once all attended institution's transcripts are on file for the student, Enrollment Processors will notify the Office of the Registrar via email (AskRegistrar@parker.edu) that the file is ready to be evaluated.
3. The Office of the Registrar will evaluate all transcripts according to the Transfer Credit Policy, in conjunction with admission requirements for the program in which the student has applied.
4. If transcripts are received from a non-USDE or CHEA-recognized accreditor, the Office of the Registrar will notify the appropriate admissions counselor to work with the student to submit faculty credentials and course syllabi to the Office of the Registrar. The Office of the Registrar will coordinate a review of the materials with the appropriate Academic Dean for transfer acceptance.
5. All transferable credits according to the Transfer Credit Policy, in conjunction with admission requirements for the program in which the student has applied will be entered on the student's academic transfer record with the student information system.
 - a. Credits accepted from unofficial documentation will be assigned a school code of UTRANS signifying the credit has been unofficially accepted and the official transcript will be required by the end of the student's first term of enrollment for official credit to be permanently awarded.
 - b. Credits accepted from official documentation will have the originating institution's school code assigned.
6. The Office of the Registrar will notify the Office of Admissions that the evaluation has been completed.

VI. Contacts

Academic Deans
Registrar
Vice Provost

College Board AP Test	AP Test Score	Parker Course Equivalent		Credits Earned
		Course No.	Course Name	
Arts				
Music Theory	3 or higher	MUSI 1306	Music Appreciation	3
English				
English Language & Composition	3 or 4	ENGL 1301	English Composition I	3
English Language & Composition	5	ENGL 1301 & 1302	English Comp. I & II	6
English Literature & Composition	3 or higher	ENGL 2326	American Literature	3
Foreign Languages				
Foreign Language	3	Elective	Elective	3

Calculus				
Calculus AB	3 or higher	Math Elective	Math Elective	3
Calculus BC	3 or higher	Math Elective	Math Elective	3
Computer Science				
Computer Science A	3 or higher	COSC 1301	Intro. to Computers	3
Statistics				
Statistics	3 or higher	MATH 1342	Elementary Statistical Methods	3
Sciences				
Biology	3	BIOL 1301	General Biology I	3
Biology	4 or higher	BIOL 1302	General Biology II	6
Chemistry	3	CHEM 1411	General Chemistry I	4
	4 or higher	CHEM 1411 & 1412	General Chem. I & II	8
Environmental Science	3 or higher	Science Elective for Non-Science Majors	Science Elective for Non-Science Majors	3
Physics B (general principles of physics)	3	PHYS2425	Physics I	4
	4 or higher	PHYS2425 & 2426	Physics I & Physics II	8
Physics C (mechanics)	3 or higher	PHYS 2425	Physics I	4
Physics C (Electricity and Magnetism)	3 or higher	PHYS2426	Physics II	4
Economics				
Macroeconomics	3 or higher	ECON2301	Principles of Macroeconomics	3
Microeconomics	3 or higher	ECON2302	Principles of Microeconomics	3
History				
U.S. History	3	HIST1301	United States History I	3
	4 or higher	HIST1301 & 1302	United States History I & II	6
World History	3 or higher	HIST1301 or HIST1302	United States History I or II	3
Political Science				
Comparative Government & Politics	3 or higher	GOVT2305	Federal Government	3
U.S. Government & Politics	3 or higher	GOVT2305	Federal Government	3
Psychology				
Psychology	3 or higher	PSYC2301	General Psychology	3