Graduate Catalog

2014-2015

College of Graduate and Undergraduate Studies Mission Statement

"The Mission of the Life University College of Graduate and Undergraduate Studies is to empower students to achieve successful careers and meaningful lives, based on a vitalistic philosophy that promotes optimum performance and transformational leadership, to produce a positive impact in a dynamic world.

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Life University: General Information

History and Vision

From its founding in 1974 as a College of Chiropractic, Life University has embraced the idea that humans are spiritual beings whose lives are directed by universal laws including the natural, vitalistic, innate ability to develop, heal and adapt as long as the body is kept free of interferences. The Life University approach has been to graduate highly-skilled chiropractors who can correct those interferences and can educate their patients to accept personal responsibility for their own good health.

Today, that vision of Life University is sustained in its Chiropractic, Undergraduate and Graduate programs, which set the standard of excellence in contemporary health care education. A participatory learning environment develops Eight Core Proficiencies through contemporary, proven techniques that encourage optimal performance and lifelong intellectual growth.

Mission Statement

The mission of Life University is to empower each student with the education, skills and values needed for career success and life fulfillment based on a vitalistic philosophy. The University's Undergraduate, Graduate and Professional programs – each one committed to excellence in teaching, learning, research and the overall student experience – offer a vision and the promise for a meaningful life, the proficiencies necessary to achieve optimum personal performance, and the wisdom to become transformational leaders in an increasingly diverse, global and dynamic world.

Accreditation

Life University is accredited by the Southern Association of Colleges and Schools (SACS) to award Associate, Bachelor's, Master's and Doctor of Chiropractic degrees. Academic programs within Life University also have programmatic accreditation through the Council on Chiropractic Education (CCE) and the Accreditation Council for Education in Nutrition and Dietetics (ACEND).

Any questions regarding Life University's accreditation status with SACS should be addressed to:

Commission on Colleges – Southern Association of Colleges and Schools
1866 Southern Lane
Decatur, Georgia 30033-4097
(404) 679-4500
www.sacscoc.org

The Doctor of Chiropractic degree program at Life University's College of Chiropractic is awarded programmatic accreditation by the Council on Chiropractic Education (CCE).

Council on Chiropractic Education
8049 North 85th Way
Scottsdale, AZ 85258-4321
(480) 443-8877
www.cce-usa.org

The Didactic Program in Dietetics (DPD) and the Dietetic Internship (DI) program at Life University have been granted accreditation by the Accreditation Council for Education in Nutrition and Dietetics (ACEND).

Accreditation Council for Education in Nutrition and Dietetics
120 South Riverside Plaza, Suite 2000
Chicago, IL 60606-6995
(312) 899-0400 ext.5400

Nondiscrimination Policy

Life University does not engage in discrimination in its programs, activities and policies against students, prospective students, employees or prospective employees in violation of state and federal laws.

Accommodations Statement

The University complies with all state and federal regulations regarding the provision of reasonable accommodations to educational programs and services in accordance with the Americans with Disabilities Act, Section 504 Rehab Act and the ADAA. Students with documented disabilities may request reasonable accommodations, which will afford them equal access to all educational programs and activities of the University. Requests for reasonable accommodations must be made to the Student Success Center. Please contact the SSC located in the Center for Chiropractic Education building (770-426-2735) for any questions or information.

Contact Information

The College of Graduate and Undergraduate Studies helps its graduate students advance careers and acquire new knowledge and skills through experiential learning programs and courses. The College also offers educational opportunities to a diverse student body, including non-traditional, transfer and online students. Anyone wishing to contact the College of Graduate and Undergraduate Studies at Life University can use the following:

Mail: 1269 Barclay Circle, Marietta, GA 30060
Website: http://www.life.edu
Phone: 770-426-2600 or 1-800-543-3202
Fax: 770-426-2699
E-mail: admissions@life.edu

COLLEGE OF GRADUATE AND UNDERGRADUATE STUDIES

The College of Graduate and Undergraduate Studies at Life University provides a broad-based educational experience for our students. The College offers an accredited post-baccalaureate program and four Master's degrees that will prepare the student for careers in a variety of professional fields.

The post-baccalaureate dietetics programs provide didactic and internship opportunities for students who aspire to achieve Registered Dietitian credentials.

The Master's in Sport Health Science (established 1990) leads to careers in fields such as sports chiropractic, exercise science, athletic coaching, sports injury management, and performance nutrition.

The Master's in Clinical Nutrition (approved 2012) leads to careers in organizations such as physician's offices, hospitals, schools, health clubs, nursing homes, and food companies in areas such as research, development, sales, marketing, public relations and public education. Nutrition professionals with a Master's degree are often considered first for positions in specialty fields such as pediatrics, critical care, and geriatrics, as well as management positions.

The Master's in Athletic Training (approved 2014) leads to careers in the healthcare profession providing comprehensive care to athletes and physically active individuals. A Certified Athletic Trainer (ATC) is involved in the prevention, assessment or evaluation, treatment, and rehabilitation of athletic injuries. An ATC may be employed in high schools, colleges, sports medicine clinics, professional sports programs, corporations and other health care settings.

The Master's in Positive Psychology (launched 2014) leads to careers in research, management, and leadership in business organizations, educational institutions, and governments, as well as healthcare. With three tracks covering coaching psychology, secular ethics and contemplative science, and general positive psychology, students are prepared for careers in the field or advanced degrees of their choice.

The faculty and staff promote an atmosphere in which open communication and free exchange of ideas can flourish in a supportive environment.

Mission Statement

The Mission of the Life University College of Graduate and Undergraduate Studies is to empower students to achieve successful careers and meaningful lives, based on a vitalistic philosophy that promotes optimum performance and transformational leadership, to produce a positive impact in a dynamic world.

College Organization

The department chairs for each of the graduate programs report directly to the Dean of the College of Graduate and Undergraduate Studies on issues of program accreditation, graduate policy, assessment and program development. There are five departments in the College of Graduate and Undergraduate Studies: Business, Natural Sciences and General Studies, Nutrition, Psychology, and Sport Health Science. The Graduate Curriculum Committee is responsible for overseeing graduate curricula.

Graduate Academic Programs

Post-Baccalaureate Dietetic Internship (DI)

Non-Degree Track: Academically qualified interns opting for this track will be eligible to take the National Dietetic Registration Examination and earn the Registered Dietitian (R.D.) credential.

Additionally, individuals who have graduated with a non-nutrition bachelor's degree and who want to pursue a career as a Registered Dietitian may complete the required preparatory coursework through the ACEND-accredited programs at Life University. After successfully completing approximately 38 to 68 credit hours, students receive a verification statement that makes them eligible to apply for an internship.

Graduate Degree Track: Students enrolled in the DI program may pursue the Master of Science in Clinical Nutrition and receive 9 transfer credits from the Internship Program toward completion of this graduate degree.

Obtaining a Dietetic Internship position is a competitive process administered through a national program that matches the most motivated and qualified students with internship opportunities across the country.

Life University admits 16 students annually to its accredited Dietetic Internship program. Students complete approximately 14 or 15 rotations under the guidance of a registered dietitian, medical doctor, or other allied health professional.

Master of Athletic Training

Master of Science in Clinical Nutrition

Master of Science in Positive Psychology

Coaching Psychology Track

Secular Ethics and Contemplative Science Track

General Positive Psychology Track

Master of Science in Sport Health Science

Chiropractic Sport Science Track

Exercise and Sport Science Track

Nutrition and Sport Science Track

Sport Coaching Track

Sport Injury Management Track

Graduate Programs Contact Information

For questions related to the Post-Baccalaureate Verification Statement and Dietetic Internship, contact:

Nutrition Department Chair, Dr. Vijay Ganji 1269 Barclay Circle, Marietta, GA 30060
770-426-2736 • vijay.ganji@life.edu

For questions related to the Master of Athletic Training, contact:

Program Director, Dr. Donald Fuller 1269 Barclay Circle, Marietta, GA 30060
770-426-2771 • donald.fuller@life.edu

For questions related to the Master of Science in Clinical Nutrition, contact:

Nutrition Department Chair, Dr. Vijay Ganji 1269 Barclay Circle, Marietta, GA 30060
770-426-2736 • vijay.ganji@life.edu

For questions related to the Master of Science in Positive Psychology, contact:

Contemplative Studies and Secular Ethics – Dr. Brendan Ozawa de Silva 1269 Barclay Circle, Marietta, GA 30060 • 770-426-2697 • brendan.ozawa@life.edu

Coaching Psychology – Mr. Mickey Parsons 1269 Barclay Circle, Marietta, GA 30060
770-426-2697 • mickey.parsons@life.edu

General – Department Chair, Dr. Peggy Samples 1269 Barclay Circle, Marietta, Georgia 30060 • 770-426-2697 • psamples@life.edu

For questions related to the Master of Science in Sport Health Science, contact:

Sport Health Science Department Chair, Dr. Cathy Faust 1269 Barclay Circle, Marietta, GA 30060 • 770-426-2771• cfaust@life.edu

Graduate Tuition and Fees

All tuition and fees are due and payable upon registration but not later than the end of the second week of classes each quarter. If awarded financial aid falls short of total charges for the quarter, the student is responsible to pay the difference.

Tuition fees at the master's degree level are $238.00 per credit hour.

Effective Summer Quarter 2014, all graduate online courses will be charged at a rate of $357.00 per credit hour.

The annual tuition for the Dietetic Internship (DTR 511) is $8,000 (student fee exempt).

Auditing is available to students, staff, and faculty as well as interested persons from the general public (some course restrictions may apply). Students who audit a course will be charged $100 per course (+ $20 parking fee, as applicable). Students who wish to audit only portions of a course for course hours will be charged $100 per 30 hours (+ $20 parking fee, as applicable).

All Main Campus students are assessed a $350.00 quarterly student fee.

Note: Tuition and fee rates are subject to change. The University and its various divisions and departments reserve the right to modify requirements, policies, and fees without prior notice.

Financial Aid and Fee Policies

Students receiving any type of financial aid must see a counselor for an entrance interview. Entrance interviews are held every week, by appointment only. To continue receiving financial aid, students must make satisfactory academic progress, as defined by their cumulative grade point average and the number of successfully completed courses. Financial aid applications should be completed at least three months prior to entrance.

Failure to pay all charges due on a student's account will restrict his or her ability to register for future quarters, receive (order/send) official transcripts and diplomas, or graduate with a degree.

Reminder: A student must have at least half-time status in a program of study to qualify for most types of financial aid. For financial aid purposes, half-time enrollment status in Life University's graduate programs is a minimum of 5 credit hours. 9 credit hours is considered full-time. Students who plan to skip enrolling in classes for one or more quarters should notify the Registrar in writing.

If a student withdraws from a class, refunds of tuition paid are given based on a sliding

scale depending on the date of withdrawal from the class. No refund of tuition or fees is made for withdrawn courses when a student is dismissed, suspended, or expelled for disciplinary reasons.

For additional information and details about financial aid, please contact the Office of Financial Aid at 800-543-3345 or 770-426-2901. In order to apply for financial aid as a full-time student, students must complete 9 quarter-credit hours per quarter.

Satisfactory Academic Progress and Financial Aid

Effective July 7, 2011 (supersedes all former policies)

The United States Department of Education and most agencies providing financial assistance require students to maintain Satisfactory Academic Progress (SAP) in their course of study to continue receiving funding. Failure to maintain SAP will result in the loss of Federal Title IV financial aid as well as State and other aid.

Federal Title IV financial aid includes the Pell Grant, Supplemental Education Opportunity Grant (SEOG), Subsidized Stafford Loan, Unsubsidized Stafford Loan, Parent Loan for Undergraduate Students (PLUS), Graduate PLUS loan and Federal Work-Study. State aid includes the Georgia Tuition Equalization Grant (GTEG), HOPE Scholarship and Leveraging Educational Assistance Partnership Grant (LEAP).

The student's entire academic history is evaluated to determine whether or not he/she is maintaining SAP. This evaluation is not affected by whether or not aid was previously received or whether a student has changed programs. The Federal Student Aid program regulations make no provision for the concept of academic amnesty or grade forgiveness.

Graduate Program Expectations

Master's students will be evaluated at the end of each quarter. Students in the Graduate (GR) program are expected to complete at least 67% of all attempted hours with a minimum cumulative grade point average of 3.0. Graduate students will be evaluated after their first (and every subsequent) quarter in the program because of the short duration of the Master's program.

Students not meeting SAP will be placed on financial aid warning for one quarter. If at the end of their warning quarter students are still not meeting SAP, they will become ineligible. Students may regain Federal eligibility by enrolling using their own resources or alternative funding sources until they have met a cumulative 3.0 GPA and completed 67% of their courses.

SAP is measured in three ways:

1. Qualitative Standard (Grade Point Average - GPA):
    - The cumulative GPA is provided by the Registrar's Office, and is listed at the bottom of the student's transcript.
    - Graduate students must maintain a cumulative GPA of 3.00 or higher.

2. Quantitative Standard:
   - All students are expected to complete at least 67% of all courses attempted.
   - Attempted courses are defined as those for which one has registered and been charged, in which grades of A, B, C, D, F, W, WF, I, P, SP, NP, WNP or IP are given.
   - Completed courses are defined as those in which grades of A, B, C, SP or P are given.

3. Time Frame

   All students are expected to finish their degrees after having attempted coursework not to exceed 150% of their graduate program requirements (measured in credit hours attempted).

   Students seeking a Master's degree may not receive financial aid after having attempted graduate credit hours that exceed 150% of degree requirements.

Appeals

If there are extenuating circumstances beyond their control, students have the right to appeal their SAP determination. The appeal must be directly relatable to the academic period for which the student is being evaluated and cannot have been previously submitted for review.

Appeals must be submitted in writing using the SAP appeal form obtained by speaking with the Financial Aid Counselor and MUST include supporting third-party documentation. Appeals without supporting documentation will not be accepted. Students are required to submit a statement regarding why the student failed to make SAP, and what has changed in the student's situation that would allow the student to demonstrate Satisfactory Academic Progress at the next evaluation.

Submitting an appeal does not guarantee approval and if the appeal is denied students will be responsible for paying the Institution any balance owed without Federal funds. The Financial Aid Appeals Committee (FAAC) will consider each appeal on its own merits and the decision of the FAAC committee is final.

During the FAAC review it will be determined if the student can or cannot meet SAP after the next quarter of enrollment. This will be done by looking at the student's current transcript of completed classes and the GPA for all quarters attended at Life University in the appropriate program.

SAP Academic Plan

Any student who has their SAP decision successfully appealed and cannot meet SAP after the next quarter of enrollment will receive an Academic Plan and be placed on Financial Aid Probation.

The Academic Plan will be individualized and specific to each student in order to put the student on track to successful academic progress in no more than four quarters.

If at any time during an Academic Plan students do not meet the terms of their plan, they will lose their Federal aid and will not be eligible to appeal. If, when presented with the Academic Plan, the student chooses not to accept it, the student will need to pay using other resources until meeting the minimum requirements for SAP.

Students who choose not to appeal or have their appeal denied may regain their eligibility for financial aid by enrolling using their own resources or alternative non-Federal funding and bringing their academic performance into compliance with this policy.

Students who separate from the Institution without appealing when not meeting SAP, lose their right to appeal the decision.

Students returning to the Institution and not meeting SAP upon their return will be responsible for using their own resources or using Private loans.

Once the students are meeting SAP, they must self-identify to the Financial Aid Office and request to be reevaluated for Federal aid.

Definitions:

Financial Aid Probation
A status assigned to a student who has successfully appealed and has had eligibility for aid reinstated. Probation can only be granted if the school determines the student should be able to meet the school's SAP standards by the end of the subsequent quarter. A student on Financial Aid Probation may receive Title IV funds for one quarter.

Financial Aid Warning
A status assigned to a student who fails to make Satisfactory Academic Progress and has his/her academic progress evaluated at the end of each payment period, and is utilized when an Institution chooses to allow students who fail its progress standards to continue to receive aid.

Obtaining a Second Degree at LIFE

For SAP purposes, students who have earned one degree at LIFE and wish to work toward a second degree will start over again, just as if they were new students.

Transfer Courses

For SAP purposes, transfer courses accepted as credit toward the Life University degree will be counted in the quantitative standard, but not the qualitative standard.

Graduate Academic Policies

Students should refer to each degree program page for any additional requirements specific to their program(s) of interest.

Application Process

Applications for admission to a graduate program may be obtained by writing the Life University Office of Enrollment, 1269 Barclay Circle, Marietta, GA 30060, USA, by telephoning 800-543-3202 or 770-426-2884, by e-mailing admissions@life.edu, or by visiting life.edu and clicking on the "Admissions – Apply Now" link.

A student applying for admission is required to submit the following materials to Life University's Office of Enrollment:

1. A completed application for graduate study accompanied by an application fee of $50.00 (The fee is non-refundable and constitutes part of the applicant's admissions credentials.);
2. An official copy of all undergraduate and graduate transcripts (if applicable) showing courses, grades, and date(s) of graduation (Transcripts must come directly from the college/university where the coursework was accomplished and sent directly to Life University's Office of Enrollment.);
3. Official Graduate Record Examination (GRE) or Miller Analogies Test (MAT) test scores depending on program area (Applicants are urged to complete all testing well in advance of applying for admission to Life University.);
4. Three original letters of recommendation, written expressly for the Master's program, providing personal evaluations of the applicant's previous professional, educational, and work experiences; and
5. A current resume or curriculum vitae (CV), personal statement, and two-page cover letter stating his or her goals and objectives for pursuing a graduate degree.

Application Process for International Students

All international applicants must meet the requirements previously outlined and submit the additional requirements listed below to Life University's Office of Enrollment. **Life University is approved for enrollment of international students, by the U.S. Citizenship and Immigration Services.**

1. International transcripts evaluated by an approved international agency (Contact Life University's Office of Enrollment for a complete list of approved international transcript evaluation agencies. Some Canadian schools need not be evaluated externally.);
2. A satisfactory score of 500 or more on the Test of English as a Foreign Language (TOEFL) if the applicant's native language is not English (Students with scores

below 500 – or an equivalent score on other approved tests such as MELAB, i.e., score of 70 – will be admitted but will be required to take English courses at Life University or another institution until they achieve a TOEFL score of 500 or above); and

3. Evidence of having the financial resources or funding commitment to complete at least one year of education (Financial resources should include expenses for room, board, tuition, and incidental expenses.)

Documentation must be dated within six (6) months of anticipated matriculation date. All documentation must be received by Life University at least 45 days prior to the beginning of the quarter of initial matriculation.

Any student falsifying admissions or registration information is subject to immediate dismissal from Life University.

Application Schedule

A student may begin their course of study at Life University in any quarter as applications for admission are accepted quarterly throughout the year for all concentration areas except for the Master of Athletic Training degree program (MAT).

Applications are considered in the order in which they are received. The Master of Athletic Training program is an exception. Acceptance into the professional graduate MAT degree program is limited to an annual basis (program starts in July of each year). Due to the competitiveness of the MAT degree program, application materials should be received by February 1 of each year.

The Master of Science in Positive Psychology will accept students in Fall 2014 and will begin quarterly acceptance in Fall 2015.

All admissions requirements for the specific Master's degrees should be met and all official documentation received by Life University's Office of Enrollment 30 days (45 days for all international students) prior to the beginning of the quarter of intended matriculation.

Admissions Process

For all categories of applications, communications and files are maintained by Life University's Office of Enrollment.

Recommendations for admission status are sent to the Graduate Admissions Committee.

After review by the appropriate department's Graduate Admissions Committee, recommendations for admission status, including denial, are confirmed by the Program Directors and/or the Department Chairs of the respective degree programs in the College of Graduate and Undergraduate Studies.

Admission Requirements

A. Degree Requirements

1. A prospective student must possess, at a minimum, either a Bachelor's degree or a Doctor of Chiropractic from a regionally accredited institution.
2. Students having an undergraduate degree and enrolled in the Doctor of Chiropractic program at Life University may enter a graduate program providing they fulfill all other admission requirements.

B. Attainment of Degree
Chiropractic students without an undergraduate degree may apply to the Master's program upon completion of a total of 180 quarter or 120 semester hours. However, the master's degree will not be awarded until the first professional degree or undergraduate degree is conferred.

Admission Status

Categories of Admission
Students may be accepted in the their respective graduate programs with full, provisional, or at large status.

Accepted - Full Standing
A student must have submitted the following materials and met the appropriate standards to be considered for admission in full standing:

1. Completed application to the Master's program
2. Minimum GPA (grade point average) of 3.0 on a 4.0 scale during last 90 quarter or 60 semester hours
3. GRE (Graduate Record Examination) with a score of 280 or better cumulative, or MAT (Miller Analogies Test) results with a minimum score of 40
4. Three original letters of recommendation, written expressly for the Master's program, providing personal evaluations of the applicant's previous professional, educational, and work experiences
5. Other identified admissions criteria, such as resume and personal statement of goals and objectives, and/or interview if invited by their program's admission committee
6. Completed prerequisite coursework.

Accepted - Provisional
Students who are lacking any of the requirements for Full Standing may be admitted on a provisional status. A student admitted provisionally must achieve a minimum 3.0 GPA during their first 12 credit hours of course work and submit all necessary

requirements previously lacking prior to progressing forward. Failure to do so will result in removal from the program.

Accepted – Student-at-Large
Student-at-large status is designed for students who wish to take a limited number of graduate courses that are related to their academic or professional background. These students are not necessarily seeking an advanced degree. Students who do not meet the requirements for full standing or provisional acceptance may apply for student-at-large status and, at a later time, apply for acceptance as a degree-seeking student. Students accepted under this status are not enrolled as degree-seeking candidates in the Master's degree program and, therefore, do not qualify for financial aid.

1. Students applying for student-at-large status must provide an official copy of all undergraduate and graduate transcripts (if applicable) showing courses, grades, and graduation date(s). Transcripts must come directly from the college/university where the coursework was accomplished and sent directly to Life University's Office of Enrollment.
2. There is no limit to the number of hours that may be accumulated as a student-at-large, but hours may be limited as determined by the Graduate Program.
3. If a student seeks to change the admission status from student-at-large, all required admissions materials must be submitted for review. It is the prerogative of the Graduate Admissions Committee and the Dean to accept or reject the application for graduate study.

Denied Acceptance
This status is assigned to each applicant whose file has been deemed completed by the Office of Enrollment, evaluated by the transcript analyst, presented to the program's Graduate Admission Committee, and subsequently denied acceptance by the Committee and/or the Dean.

Admissions Statute of Limitations

An accepted applicant applying to the Graduate Program is expected to enroll in the quarter for which they have applied. The applicant may request to change the intended enrollment date by providing written notification to the Office of Enrollment regarding a change in the intended enrollment date and secure approval of the change. An accepted applicant failing either to give notice and to obtain prior approval of a change, or to enroll within one calendar year of the quarter for which he/she was originally accepted, will be required to reapply for admission. Life University reserves the right to request any or all of the required admission materials and fees for reapplication.

Readmission

Any previously admitted Life University student, regardless of prior admission status, who voluntarily or involuntarily remains out of school for less than three consecutive

quarters, must first **petition for readmission** at the Registrar's Office. This readmission petition may be referred to the Graduate Admissions Committee for evaluation.

Reapplication for Admission

If a student remains out of school for three consecutive quarters or more, for any reason, that individual must first reapply for admission (*new application and application fee required*) through Life University's Office of Enrollment and their reapplication will be evaluated for readmission by the Graduate Admissions Committee and/or the Dean of the College of Graduate and Undergraduate Studies.

Academic Progress and Degree Completion

Advising

1. All graduate students will be advised each quarter by their assigned (as specified in their acceptance letter) Academic Advisor in their respective department.
2. Web registration/add/drop is not permitted for Master's students, as they are required to complete a degree plan with their graduate academic advisor.

Attendance

It is advised that students be in attendance at all classes, residencies, and laboratory periods for which they are registered to avoid penalties for inadequate work due to absences. Each student is expected to attend, be prepared and participate in course learning experiences.

Students who are absent or who fail to responsibly notify their faculty member and abide by the provisions of the course syllabi will risk dismissal from the classroom and failure of the class, by decision of the faculty member. Instructors may be able to accommodate students whose absences are caused by illness and job or family-related responsibilities, but the student is responsible for all missed work.

Course Loads

A course load of nine credit hours of graduate level work is considered full time. A graduate student may register for up to sixteen credit hours but may not exceed this limit.

Courses and Credits

Transfer of Credits

A student may be able to transfer up to twelve quarter hours (nine semester hours) of graduate credit (depending on program) earned at another regionally accredited institution (international credits may be considered based on submission of a transcript

evaluation from an accepted foreign credit evaluation clearing house i.e. World Education Services [WES] or AACRAO). These hours must be equivalent to courses taught at Life University. Equivalency is determined by the program coordinator/department.

The following are required before transfer of credit from another institution will be considered:

1. Evidence that courses are equivalent in content and quality to those given at Life University. It is up to the transferee to prove equivalency. Examples of evidence include college catalog, course description from class, syllabi, etc.
2. An official transcript indicating that work has been completed with a grade of "B" or better (3.0 on a 4.0 scale) from a regionally accredited institution.

See the Completion of Degree and Graduation section of this catalog for time and completion policies.

Transient Credit Work

Students who desire to take courses at other institutions must receive prior approval from the department chair and the dean. Courses requested for transient credit will be examined to ensure that they are not a duplication of work already completed and that they are appropriate to the graduate program in which the student is enrolled.

After review and approval by the department chair and dean, the transient credit form will be forwarded to the Office of the Registrar.

Non-degree Credit

Life University also offers graduate-level courses, workshops and seminars for professional development, including the post-baccalaureate dietetic programs. Applicants may enroll if they have earned a bachelor's degree. An official transcript of all college-level work should be submitted prior to enrollment in courses. (Students taking workshops are not required to submit official transcripts.)

Non-credit Course Work

Life University offers the opportunity for students to audit courses for no academic credit. Prerequisites must be met for all courses. Approval may be required by the program director in the program area in which the course is offered.

Prerequisite Courses

All prerequisite courses must be completed with a grade of at least a "C" or better.

Good Standing Requirements

Each degree-seeking student must maintain satisfactory academic progress and be in "Good Standing" academically.

1. To be in "good standing" academically, a degree-seeking student must, after completing twelve credit hours, maintain a minimum cumulative grade point average of 3.0 with no outstanding or unresolved failed classes.

2. Students should be on track to complete their degree program within 150% of normal program length (9 quarters) or less.

Grading Policy

Consistent with graduate level studies, all grades earned will be counted towards calculating the student's GPA.

Grievance Procedures

Students should try to resolve any problems by first discussing the issue with the person directly involved. Any problems that the student cannot resolve should be brought to the attention of the Department Chair. If the problem cannot be resolved between the Department Chair and the student, then the Department Chair will refer the matter to the Dean of College of Graduate and Undergraduate Studies, who has the final authority. Appropriate documentation of the problem and relevant supporting information is required at every step of the grievance procedure.

Dropping Courses

Dropping courses is defined as removing one or more, but not all, classes currently scheduled. Students who wish to drop a course after the registration period, must complete a Schedule Adjustment form and submit it to the Student Advocacy Center by Monday (Week 8) of the current quarter. If a student does not complete a Schedule Adjustment form to formally drop a course, the student may receive an "I" incomplete, "F" fail, or "NP" no pass grade(s). Refer to the current Academic Quarterly for the listing of prorated refund schedules and dates for dropped course(s).

Withdrawal from the University

Withdrawal from classes is defined as removing all classes currently scheduled. Students who wish to withdraw must do so, in writing, by Monday of week 10 and will receive a grade "W" beginning week 2. Students who withdraw prior to week 7 will receive a grade "W". From week 7 to week 10, withdrawal grades are assigned either as "WF" or "WNP". See the current Academic Quarterly for specific withdrawal deadline dates.

Graduate Minimum Academic Progress

A student's minimum progress is tracked both by grades and cumulative grade point average. If a student does not meet a graduate program's standards of minimum progress, the student may be placed on probation or dismissed from the degree program.

Degree seeking students who do not maintain "good standing" academically will be affected by the following academic restriction policies or termination:

Academic Probation

Academic probation is a warning to a student that the quality of his or her academic performance is below acceptable standards. If this situation is not remedied, then the student will not be eligible for advancement to candidacy.

A student is placed on academic probation at the end of any quarter in which his/her cumulative grade point average drops below 3.0. A student who receives an academic probation warning must immediately seek help by contacting his/her advisor to determine a course of action to remedy the situation.

Three consecutive quarters of academic probation or two failing grades (either in the same class or two different classes) will result in termination from the program. As standard with graduate level studies, all grades earned will be counted in the calculation of the students' overall graduate GPA.

Academic Termination

Termination will occur for a student who fails to maintain satisfactory academic progress or who demonstrates academic misconduct in one or more of the following ways:

1. Three consecutive quarters of academic probation will result in termination from the program.
2. Any provisional student that does not achieve a GPA of 3.0 during their first 12 credit hours of course work will be removed from the program.
3. A student who receives two failing grades will be subject to termination from the program.

Appeals Process

Students have the right to appeal discrepancies in their Satisfactory Academic Progress to the Dean of the College of Graduate and Undergraduate Studies through the Department Chair of their program of study.

Student Rights and Responsibilities

The Graduate Program is devoted to the discovery and communication of knowledge. In this endeavor, academic integrity is critically important and taken very seriously. Students within the program are expected to adhere to their professional code of ethics and to the University's ideals and values of truth and integrity.

It is the responsibility of the student to refrain from infractions of academic integrity, from conduct that may lead to suspicion of such infractions and from conduct that aids others in such infractions. It is the responsibility of the faculty, administration and students to establish and maintain an environment that supports academic integrity. In addition, to the preceding considerations, the program and the department must assess student learning. This is accomplished through evaluation.

It is expected that the student complete all tasks within the time structure and framework/structure dictated by the course syllabus. Each student has an obligation to respect the rights of other students and the faculty in completing all academic assignments.

Academic dishonesty includes cheating, plagiarism and facilitating infractions with respect to examinations, professional writing in course assignments, alteration. of records or computer fraud. Academic dishonesty also includes being aware of another student's dishonesty and failing to report awareness of the student's behavior.

Definitions

Cheating: Cheating would include using or attempting to use in any academic exercise materials, information, study aids or electronic data that the student knows or should know is unauthorized.

Plagiarism: Plagiarism is representing the words or ideas of another as one's own. Honesty requires that any ideas or materials taken from another source for either written or oral use be fully acknowledged. The language or ideas taken from another may include but are not limited to isolated formulas, sentences or paragraphs to entire articles copied from books, periodicals, speeches or the writing of another student. The offerings of materials assembled or collected by others in the form of projects or collections without acknowledgement also are considered plagiarism. Any student who fails to give credit for ideas or materials taken from another source is guilty of plagiarism. Plagiarism is taken very seriously within the graduate program.

Conduct and Behaviors

The graduate program strictly adheres to established policies of conduct and behavior for students, faculty and administration. These policies were established to maintain an atmosphere conductive to the effective education of students. Administrators, faculty, research mentors and students must function as partners to be effective within a community of scholars. Graduate students of Life University's programs represent professionals within a community committed to the highest codes of behavior and ethics, where few problems should arise.

To clarify what constitutes high standards of behavior and conduct, the following types of misconduct are subject to disciplinary action and include but should not be considered limited to:

1. All forms of academic dishonesty, cheating, fabrication, facilitating academic dishonesty and plagiarism.
2. Violations of the University's alcohol, tobacco and drug-free environment policy.
3. Furnishing false information (false identification, etc.) to the University, department, and employee or an employee agent.
4. Violation of the University's IRB policies
5. Engaging in harassment or unlawful discriminatory activities or violating department rules governing harassment or discrimination.

6. Any act of behavior that interferes with or disrupts instruction, research, conducting the activities of the program, department or university. (Includes use of cell phones, texting, inappropriate online activities).

(Excerpts of the preceding adopted with permission from the rmuohp.edu student handbook)

Academic Freedom

Academic freedom is a principle and value that guides academic life and drives the pursuit of intellectual curiosity within the university community. In essence, academic freedom means:

Students and faculty have the freedom within the classroom and within the online classroom environment to introduce, discuss and pursue their content subject matter in a curious but responsible manner. Therefore, within this evidenced based practice environment, academic content may be challenging but should have scientific evidence to support health care claims. Without such scientific evidence, the faculty member or the student is pursuing a "hunch" not scientific research.

Students and faculty have the freedom to pursue research topics and write for publication, in so far as it is in accordance with policies on research and meet guidelines regarding conflict of interest within the academic community.

Academic freedom can be open to interpretation by the program, department and university officials and requires both faculty and students practice due diligence in consideration of academic content and research pursuits that meet the common good and mission of the program, department and university.

Students and faculty are citizens of a community of learners and part of a larger global community; as such they have rights to freedom of speech, in writing and thereby freedom of censorship. However, as professionals and professionals in pursuit of higher education, both must be mindful of their obligations to their professional community, the program, the department and the university as well as the public and the perceptions of others within the health care community regarding their professional actions. Therefore, words whether written or spoken must be accurate and should exercise restraint, when appropriate and should respect the opinion of others and be validated with scientific literature, when appropriate.

(Adapted from the 1940 Statement of Principles on Academic Freedom and Tenure of the American Association of University Professors)

Advancement to Candidacy

Admission to Life University does not imply advancement of a student to candidacy for a degree. Advancement to candidacy is contingent on the approval of the Department Chair and the Dean of the College of Graduate and Undergraduate Studies after the student has met the formal requirements and has demonstrated sufficient proficiency to attain the graduate competencies required for this degree.

Advancement to candidacy requires:

1. All acceptance (admission materials) requirements must be fulfilled;

2. Successful completion of the area of concentration course work with a minimum grade point average of 3.0 on a 4.0 scale; and
3. Successful completion of a thesis, written comprehensive examination, and/or departmental research project.

Graduation Requirements

The following is a list of the requirements for graduation:

1. A minimum cumulative 3.0 ("B") grade point average on a 4.0 scale;
2. Successful completion of all academic requirements;
3. Advancement to candidacy status;
4. Payment of all fees;
5. Filing of a petition to graduate (completion of the application for graduation form); and
6. Completion of both the Administrative and Student Records Reviews.
    a. Registrar's Office - completion of a formal academic records review
    b. Financial Aid Office - exit interviews with a Counselor
    c. Student Accounting - "Perkins" exit interview and rectification of account balance

Participation in Graduation Ceremonies

Graduate students may participate in the graduation ceremonies during the quarter in which the student is registered and has taken the comprehensive exam or during the quarter in which the oral thesis defense is scheduled.

Graduation ceremonies are held twice a year in June and December. March graduates and potential June graduates will be eligible to participate in the June ceremony and the September graduates and potential December graduates will be eligible to participate in the December ceremony.

Five Year Completion Rule

A maximum time limit of five (5) calendar years is placed on the completion of all requirements for a graduate degree. Students are expected to complete their program of study and graduate within five calendar years from their program matriculation date. Students who do not maintain satisfactory academic progress to complete their graduate program requirements within this time limit will be ineligible to graduate.

Appeals to this rule may be made to the Dean of the College of Graduate and Undergraduate Studies.

Department of Nutrition

Post-Baccalaureate Dietetic Internship

Master of Science in Clinical Nutrition

Department of Nutrition

Chair: Vijay Ganji, PhD

The Department of Nutrition at Life University offers the accredited post-baccalaureate Dietetic Internship program and the Master of Science in Clinical Nutrition degree. Students in the Master's program take 52 credit hours in advanced course work in nutrition, which requires them to analyze concepts of evidence-based practice and research, develop skills in counseling and behavior management, evaluate nutrition issues and community policy, define and assess management and leadership styles, and compare and contrast the quality of research studies. Opportunities for application of classroom theory and discussion are available each quarter.

Students in the Nutrition graduate program have access to state of the art classrooms, nutrition assessment laboratories, an exceptional teaching kitchen with a culinary demonstration amphitheater as well as growing clinical research facilities. The City of Atlanta also offers a plethora of clinical, community and research opportunities, including being home to the Centers for Disease Control and Prevention.

Mission of the Department of Nutrition

The mission of the Department of Nutrition is to educate evidenced based, advanced level graduates, who retain the critical analysis and scientific knowledge abilities necessary to be vitalistic transformational leaders and practitioners sought in the field dietetics and nutrition. Graduates of this program will be prepared to support a mission of diversity within multiple global community, research and clinical settings, understanding that nutrition and dietetics is a dynamic and vital part of health and well being.

Department Objectives

The Department of Nutrition has set the following objectives:

1. To employ licensed professionals and experienced researchers, who will conduct the classroom experience with high standards and expectations of students.
2. To follow an evidenced based curriculum, stimulating critical thinking and analysis skills as well as writing proficiencies, while appreciating the diverse and dynamic nature of nutrition in improving health and well being.
3. To provide multiple opportunities for scholarly discourse, research apprenticeships and research projects to ensure their evidenced based research and practice abilities and career opportunities.
4. To encourage students within the classroom and beyond to engage in scholarly inquiry and investigation, culminating with a scholarly research study and/or project.
5. To give students the opportunity to integrate research into practice through principles of evidence-based research, practice and translational research.

Technical Standards for Master of Science in Clinical Nutrition Students

Upon application to the Master of Science in Clinical Nutrition graduate program, all candidates are subject to the Nutrition Technical Standards policy as presented below in the Graduate Catalog. During application, all candidates must sign a certifying statement as represented below for placement in their permanent record.

"I hereby certify that I have read, and understand the Nutrition department's Technical Standards Minimum Essential Skills as listed in the Life University Graduate Catalog and am able to perform the essential and fundamental functions and tasks of the Master of Science in Clinical Nutrition degree program with or without a reasonable accommodation."

The study of nutrition and dietetics involves the integration and application of principles from a broad area of study including food science, nutrition, management, behavioral, communication, biological, physiological, and social sciences. Therefore, individuals receiving a Master's degree in Clinical Nutrition must complete all academic and clinical course requirements. Students must demonstrate certain minimum essential skills, including but not limited to those listed in the following box, in order to gain admission and to meet the full requirements of the program's curriculum.

TECHNICAL STANDARDS MINIMUM ESSENTIAL SKILLS
Department of Nutrition

Sensory/Observation:

1. A student must have sufficient sensory capacity to observe and participate in demonstrations and experiments in the basic and applied sciences including, but not limited to, demonstrations on human cadavers, animals, microbiologic cultures, and microscopic studies of microorganisms and tissues in normal and pathologic states.
2. A student must be able to utilize all assessment parameters in order to assess the nutritional status of the clients and implement a nutritional care plan to achieve optimal nutritional status (i.e., obtaining the client's history, performing physical assessments, anthropometric measurements and analysis of laboratory data).
3. In addition, a student must have sufficient vision to observe physical changes such as in skin and eye color or changes in other areas of the body.

Communication:

1. A student must be able to communicate effectively with patients and their family members, in order to elicit information, describe changes in affect, mood, activity, and posture and to perceive nonverbal communications.
2. A student must be able to communicate effectively and sensitively with patients. Communication includes not only speech, but also reading and writing. The student must be able to communicate effectively and efficiently in oral and written form.
3. A student must have verbal and written communication skills sufficient to conduct patient interviews and record clinical histories, communicate results of diagnostic findings, and make assessments and plans known to patients, their family members, and members of the health care team.

4. A graduate student is expected to analyze, conceptualize and summarize complex relationships as ascertained from patient records, research studies and other written reports and be able to communicate that information effectively.

Motor/Strength/Coordination:

1. A student must have sufficient dexterity and motor function to elicit information from clients by palpation, auscultation, percussion and to perform diagnostic procedures including, but not limited to obtaining the client's history, performing physical assessments, anthropometric measurements and analysis of laboratory data.

Intellectual/Conceptual/Integrative/Quantitative Abilities:

1. A student must have sufficient conceptual, integrative and quantitative abilities. These abilities include but are not limited to measurement, calculations, reasoning, analysis, and synthesis.
2. Additionally, a student must be able to understand the spatial relationships of the nutritional status, nutrient intake and any special conditions.
3. Problem solving in group, individual, and collaborative settings requires all of these intellectual abilities. Testing and evaluation of these abilities in the Department of Nutrition employ examinations as an essential component of the curriculum. Successful completion of these examinations is required of all candidates as a condition for continued progress through the curriculum. Examples of these assessments include but are not limited to essay, oral and/or extended multiple-choice tests, compositions, oral presentations, and lab practicums designed to assess a variety of cognitive and non-cognitive skills in a simulated or supervised clinical settings.
4. All written or word-processed information must be in a comprehensible format.
5. A student must be able to critically analyze, synthesize and evaluate/interpret psychosocial research and be able to utilize available data to conduct evidence based studies in the field of nutrition and dietetics.

Behavioral and Social Attributes:

1. A student must possess the emotional health required for utilization of his/her intellectual abilities.
2. Students must be able to exercise good judgment in the prompt completion of all academic and clinical responsibilities.
3. Students must be able to develop mature, sensitive, ethical and effective relationships. Stressors may include but are not limited to environmental, chemical, physical or psychological.
4. Students must also be able to adapt to change, display poise and flexibility in the face of uncertainties and stressful situations, and to independently demonstrate empathy, integrity, compassion, motivation, and commitment commensurate with the habits and mannerisms of professional training to become a nutritionist or dietitian.
5. Students must portray attributes of professionalism that include but are not limited to honesty, caring, respect, trustworthiness, competence, and responsibility to and for their colleagues and patients.

Life University complies with Section 504 of the Rehabilitation Act of 1973, the Americans with Disabilities Act (ADAA) of 1990, as amended and the ADAA 2008. These laws provide a framework for qualified individuals with documented disabilities to request reasonable accommodations needed to participate in a program.

Reasonable accommodations are defined as adjustments or modifications that enable a qualified individual with a documented disability to participate as fully as possible in an educational program. An adjustment or modification must be reasonable and may not be provided if it would alter essential academic or technical requirements or result in undue financial or administrative burdens.

Qualified candidates with documented disabilities who wish to request accommodations under the American with Disabilities Act or the Rehabilitation Act must follow the University's procedure for requesting an accommodation. This procedure requires the submission to the Student Success Center of a written request for accommodations, along with supporting documentation from a licensed professional demonstrating the existence of a disability, the functional limitations resulting from the disability, and the need for specific accommodations. Documentation must meet specific Guidelines, which are set forth in the Student Handbook.

Technical Standards Procedures

While inviting and encouraging voluntary self-identification by students with disabilities, the University has always related to its students as responsible adults with the independent right to make such life decisions. One of those responsibilities is to work with the Student Success Center (SSC) in requesting reasonable accommodations, academic adjustments and/or auxiliary aids and services pursuant to the procedures set forth in this catalog.

Any Undergraduate, Master's-level or Chiropractic candidates who self-identify their disability during any of the four stages:

a) prior to applying for admission,

b) during the application process,

c) after acceptance, but before attending classes, and

d) while currently attending classes

will be referred to the Director of the Student Success Center.

The Director of the SSC will work in concert with the Disability Advisory Committee (DAC) whenever a question arises as to an individual's ability to meet the requirements and technical standards of the specific program to which the student is applying, or in which the student is enrolled. The DAC has been established to adjudicate this process in a timely manner. The Director of the Student Success Center ensures compliance with policy.

Dietetic Internship (Post-Baccalaureate Program)

Accreditation Status

The Internship Programs in Nutrition and Dietetics at Life University has been granted initial accreditation by the Accreditation Council for Education in Nutrition and Dietetics (ACEND) of the Academy of Nutrition and Dietetics.

Accreditation Council for Education in Nutrition and Dietetics (ACEND)
Academy of Nutrition and Dietetics
120 South Riverside Plaza, Suite 2000
Chicago, IL 60606-6995
800/877-1600 ext. 5400

Introduction

The Dietetic Internship (DI) Program in Nutrition and Dietetics at Life University is a 9-month, 41 week/1640 hour post-baccalaureate program with 360 didactic hours and 1280 hours of supervised practice experience. The program provides interns with the necessary knowledge & skills to be eligible to sit for the national registration exam for dietitians and to pursue a variety of career opportunities in the field of dietetics. Up to sixteen interns can be admitted to the program annually, which starts in mid-August, and is completed by June of each year. The Dietetic Internship only program is a non-degree option program.

Non-Degree Option: The prospective interns opting for this track will be eligible for financial aid and the tuition is $8,000.

Graduate Degree Option: Students who are enrolled in the DI program may pursue the Master of Science in Clinical Nutrition degree.

- **MS in Clinical Nutrition**: The interns of the Life University Internship Program in Nutrition and Dietetics have the opportunity to apply to the Master's Degree in Clinical Nutrition and receive 9-transfer credits from the Internship Program in Nutrition and Dietetics toward completion of this degree.

If the Graduate Degree Option is selected, a prospective intern must apply to the Master's Program separately. The two programs (DI and MS) are not combined; therefore, acceptance to one does not guarantee acceptance into the other. In order to be accepted to either, the prospective intern must meet the admission requirements for the particular program.

If MS in Clinical Nutrition Option is selected, a prospective intern will only have to pay for 43 credit hours to obtain the Master's Degree in Clinical Nutrition (MS requires 52 credit hours).

NOTE: The prospective intern must not work or take classes that conflict with the Internship Programs in Nutrition and Dietetics hours.

Mission Statement of the Dietetic Internship Program

The mission of the Internship Programs in Nutrition and Dietetics is to support the Life University mission and provide practical experience and training for the interns, so that the program graduates will have the knowledge and skills to effectively meet the responsibilities of nutritional services in community, clinical, managerial positions and become leaders in their chosen field. Upon completion of the program and receipt of the Verification Statement, the graduates will pass the National Registration Examination for dietitians.

The mission of the Internship Programs in Nutrition and Dietetics is to also prepare graduates academically and professionally so that they may integrate, apply, and practice theoretical knowledge necessary to provide quality nutritional care in a cost effective manner, pursue innovations and leadership, both in the work place and in professional associations. Upon completion of the program, the graduates will be eligible to take the registration examination for dietitians.

Dietetic Internship Student Learning Outcomes and Objectives

1. ***Scientific and Evidenced Based Practice***

Integrate scientific information and research into practice

Upon completion of the program, the graduate will be able to:

- Select appropriate indicators and measure achievement of clinical programmatic, quality, productivity, economics or other outcomes
- Apply evidenced based guidelines, systemic review and scientific literature (such as Academy of Nutrition and Dietetics Evidenced based library, Cochrane Data base of Systematic Review and the US Department of Heath and Human Services, Agency for Health Research and Quality, National Guideline Clearinghouse Web sites) in the nutrition care process and modes and other areas of dietetics practice
- Justify nutrition programs products and services using appropriate evidence or data
- Evaluate emerging research for application in dietetics
- Conduct research projects using appropriate methods, ethical procedures and statistical analysis

2. ***Professional Practice Expectations***

Exhibit beliefs, values, attitudes and behavior for the professional dietitian level of practice

Upon completion of the program, the graduate will be able to:

- Practice in compliance with current federal and state regulations
    - Practice in compliance with Academy of Nutrition and Dietetics Scope of Dietetic Practice Framework, Standards of Professional Performance and Code of Ethics for the Profession of Dietetics
- Demonstrate professional writing skills in preparing professional communications (e.g., research manuscripts, project proposals, educational materials, policies and procedures)

- Design, implement and evaluate presentations considering life experiences, cultural diversity and educational background of the target audience
- Use effective education and counseling to facilitate behavior change
- Assign appropriate patient care activities to DTR's and support personnel
- Refer clients and patients to other professionals and services when needs are beyond individual scope of practice
- Demonstrate imitative by proactively developing solutions to problems
- Apply leadership principles to effectively achieve desired outcomes
- Serve in professional and community organizations
- Establish collaborative relationships with internal and external stakeholders to facilitate individual and organizational goals
- Demonstrate professional attributes such as advocacy critical thinking, flexibility, time management
- Perform self assessment, develop goals and prepare draft portfolio for professional development
- Demonstrate assertiveness and negations skills while respecting life experiences, cultural diversity and educational background

3. ***Clinical and customer service***
   Develop and deliver information, products and services to individual, groups and populations
   - Perform the Nutrition Care Process and use standardized nutrition language in a variety of settings
   - Develop and demonstrate effective communication skills using oral, print, visual, electronic and mass media methods for client, employee or marketing
   - Demonstrate and promote responsible use of resources including employees, money, time, water, energy, etc.
   - Develop and deliver a product, programs and services that promote health and wellness
   - Deliver respectful, science based answers to consumers questions concerning emerging trends
   - Coordinate procurement, production, distribution and of goods and services
   - Develop and evaluate recipes and menus for acceptability, affordability that accommodate various populations

4. ***Practice Management and Use of Resources***
   Strategically apply principles of management and systems in the provision of services to individuals and organizations
   - Use organizational processes and tools to manage human resources, safety, security and sanitation
   - Perform management functions relating to safety, security, and sanitation
   - Conduct customer service quality management activities
   - Participate in public policy activities
   - Use current informatics technology to develop, store, retrieve and disseminate information and data

- Prepare and analyze quality, financial, or productivity data and develop a plan for intervention
- Conduct feasibility studies for products, programs and services
- Obtain and analyze financial data to assess budget controls and maximize outcomes
- Develop a business plan for a product or service
- Complete documentation that follows professional guidelines as appropriate to the setting
- Participate in coding and billing for dietetic/nutrition services

Application Procedures

To apply for the Life University Internship Programs in Nutrition and Dietetics, students must do the following:

1. Student applying to the Life University Internship Programs in Nutrition and Dietetics will need to apply through the online Dietetic Internship Centralized Application System (DICAS). Students applying for the internship can go online to apply after the first week of December. The application must be completed by the second week of February, please refer to all deadline dates on the website. There is a $40 fee to use DICAS for the first application and $20 for each additional application.
2. Applicants who apply to internships using DICAS will be asked to complete a personal statement in 1000 words or less that answer the following questions:
   Why do you want to enter the dietetics profession?
   What are some experiences that have helped to prepare you for your career?
   What are your short-term and long-term goals?
   What are your strengths and weaknesses or areas needing improvement?
   - Official transcripts from all colleges and universities attended should be sent to: DICAS - Transcript Dept., P.O. Box 9118, Watertown, MA 02472.
   - The application must include three references with their names and contact information -- including e-mail address. This will trigger an e-mail message requesting completion of a reference form.
   - Applicants must also register online at www.dnddigital.com for computer matching the second week of February, please refer to all deadline dates on the website. There is a $50 fee for this service and applicants can pay with a credit card. If students have questions regarding the computer matching process contact D&D Digital at 515-292-0490.
   - There is a $65 application processing fee that should be mailed to Life University Department of Nutrition 1269 Barclay Circle Marietta, GA 30060
   - Selected applicants may be contacted for an interview in early March. Interviews can be done in person or by phone.

Any questions regarding the application process can be directed to:
Donna Plummer MS, RD, LD
Email: dplummer@life.edu
Phone: 770-426-2736

International Student Rules, Regulations & Procedures

International students are not eligible to apply to the Internship Programs in Nutrition and Dietetics only but can apply to the MS in Clinical Nutrition Program. The following year, the student will be eligible to apply to the IP Program, since he/she would be considered a degree-seeking student. Applicants must meet all admission requirements for the MS Program and then apply to the Internship Programs in Nutrition and Dietetics. For additional information regarding the MS in Clinical Nutrition, contact Dr. Vijay Ganji at 770-426-2736 or vijay.ganji@life.edu.

Admission Requirements for the Dietetic Internship Program

1. Completion of the course work required for a Didactic Programs in Nutrition and Dietetics (DP), which is accredited by the ACEND of the Academy of Nutrition and Dietetics and having completed a Bachelor of Science Degree (transcripts must indicate BS Degree Completed). *If any applicants have graduated more than 5 years ago, they must take the following courses prior to the start of the Internship Programs in Nutrition and Dietetics at Life University:
    - NTR 306 Advanced Nutrition
    - NTR 309 Assessment, Interviewing and Counseling
    - NTR 311 Foodservice Operations
    - NTR 401 Nutrition Therapy I
    - NTR 402 Nutrition Therapy II
    - NTR 413 Nutrition Therapy III

    When completing the application, students must include proof of taking these course or equivalent courses which must be completed by the start of the Internship Programs in Nutrition and Dietetics.

    *If a student is submitting a Declaration of Intent with the application, the student must provide a Verification Statement before the internship starts. If the Verification Statement is dated prior to 1987, the student must provide a Verification Statement indicating that he or she has completed current DP requirements (dated after 1987). The program director's signature must be in an ink color other than black to distinguish an original from a photocopy.
2. Verification Statement or Declaration of Intent *issued by the Program Director of the school.
3. Grade point average in regard to completion of the academic requirements.
    - Overall GPA of 3.0
    - Science GPA of 3.0
    - Nutrition GPA of 3.25
4. Three written reference letters - two academic and one from work supervisor or personal colleagues
5. A personal statement including 1,000 words or less that answers the following questions:
    - Why do you want to enter the dietetics profession?
    - What are some experiences that have helped to prepare st for your career?
    - What are your short-term and long-term goals?

- What are your strengths and weaknesses or areas needing improvement?

6. 2 copies of all official final transcripts (If the student has not completed the BS Degree at the time of sending in the application, the student must bring 2 copies of the official transcripts on the first day of the DI Program.)
7. Student must have access to SKYPE or OOVOO in order to have an interview via video conferencing or in person if required (if deemed necessary).
8. Computer matching

NOTE: If the student is sending translations of the degree obtained, in the US Summary Equivalency section it must state what the international degree is equivalent to and that it is equivalent to at least a minimum of a Bachelors Degree from a regionally accredited college or university (institution) in the United States (US). If the words **Regionally Accredited** are not there then the evaluation reports is not valid and would not be accepted. Foreign students who received their BS Degree from other accredited universities in their country must have translation of their degree and transcripts by the following institutions:

Global Education Group, Inc.
1650 Alton Road
Miami Beach, FL 33139 USA
Phone: (305) 534-974
Fax: (305) 534-3487
www.globaledu.com/evaluation_apply_for_evaluation.html

OR

Josef Silny & Associates
International Education Consultants
7101 SW 102nd Avenue
Miami, FL 33173
(305) 273-1616
Fax: 305/273-1338 or 273-1984
info@jsilny.com
www.jsilny.com

OR

World Education Services, Inc. (WES)
Bowling Green Station
PO Box 5087
New York, NY 10274-8057
(212) 966-6311
Fax: 212/966-6100
info@wes.org

Please use the link below to check if the agency is still an acceptable option. Here is the link for all CDR approved Foreign Degree Equivalency Validation Agencies: http://www.eatright.org/BecomeanRDorDTR/content.aspx?id=9725

Selection Criteria

The selection process will be a two-phase process for the 16 slots. The initial phase will be based on the assessment of admission requirements 1 through 7. The final phase will be based on assessment of admission requirements 1 through 8. The names of the applicants selected during the final phase will be sent to D&D Digital Systems for computer matching. Computer literacy, volunteer and extra-curricular activities are also considered in selecting students.

Computer Matching

All applicants to the Internship Programs in Nutrition and Dietetics (IP) and most Pre-professional Practice Programs (AP4) must participate in computer matching. Applicants should request instructions and a mark/sense card to prioritize their IP or AP4 preferences. Applicants should request this material from any Academy of Nutrition and Dietetics approved Didactic Program in Dietetics or from D&D Digital Systems. This request should be made to allow turn around time for submitting by the D&D Digital Systems postmark deadline. There is no charge for this material; however, there is a $50.00 charge for computer matching that is due with the applicant's prioritized ranking.

Life University's program code is 210 when completing the sense/mark card.

Address requests to:

D&D Digital Systems
304 Main Street
Suite 301
Ames, IA 50010
website: www.dnddigital.com
email: dnd@sigler.com

EACH STUDENT MUST COMPLETE BOTH STEPS OF A 2-STEP PROCESS

Applicants must create an account on **EACH** of 2 websites. Different logins will be assigned for each website.

1. Website #1: To submit applications to Internships
2. Website #2: To prioritize/rank Internships for matching http://www.dnddigital.com

Dietetic Internship Expenses

1. The application fee for processing application by Life University is $65.00.
2. The application fee to use Dietetic Internship Centralized Application System DICAS is $40 for the first application and $20 for each additional application.
3. Application fee for computer matching by D&D Digital Systems is $50.00.
4. The tuition fee is $8,000. This fee will include instruction as well as work experience. Upon acceptance to the Internship Program, 10% of tuition ($800) is required prior to the start of the program to secure the accepted applicant's position. (This is nonrefundable if the student decides not to continue with the internship.) The rest of the tuition is due during the first week of the program.

If the student is unable to pay tuition in full, it can be paid in three installments of $1950 plus a $75 processing fee. The schedule for the payment is as follows: $1950 (plus $75 processing fee) is due the first week of September, $1950 (plus $75 processing fee) is due the second week of December, and $1950 (plus $75 processing fee) is due the second week of March.

If a payment is not received by the end of allotted week, the student will not be scheduled to continue the program, and any further delay in payment may lead to dismissal of the student from the program.

A verification statement regarding the completion of the internship program will not be issued until all fees are paid within 6 weeks of graduation. **Tuition is non-refundable. If interns are dismissed from the program due to inappropriate behavior, any tuition paid will not be refunded and the unpaid balance is due within 30 days of dismissal.**

5. Students are responsible for providing their own housing, meals, transportation and gas costs to/from rotation sites. Costs vary based upon preferences. The approximate cost is estimated to be between $8,000 to 12,000. Information regarding housing can be obtained through the Life University Office of Student Affairs at 770-426-2700.

6. Textbook(s) for the program will average $600.00.

7. Some rotation sites may require background checks for the interns and require the interns to pay for this cost, which could be between $20-200. Some rotation sites may also require the intern to repeat the TB test and/or any other immunizations, which may cost between $15-$150. White lab coats, stethoscope, sphygmomanometer, and penlight or flashlight are required ($150).

8. Health insurance and professional liability insurance is mandatory. Students must obtain insurance coverage prior to admission to the program. Liability insurance can be obtained through the Academy of Nutrition and Dietetics at a cost of approximately $75.00 for liability and $350.00 for health for the nine-month duration.

9. Registration Exam Review ($350-450). Students must either take the review course within 1 month of graduation or show the registration receipt for payment of the course in order for the Verification Statement to be issued at the end of the program.

10. Students are required and responsible for becoming a member of the Academy of Nutrition and Dietetics. The student membership fee is $50.00.

Financial aid is available for the Internship Programs in Nutrition and Dietetics. For more information, contact Melissa Waters at (770) 426-2901.

Credentialing Process for Registered Dietitians

Students are required to go through a sequential three-step process to become a Registered Dietitian (RD). Those steps are:

1. Completion of the didactic program in dietetics with minimum academic requirements as set forth by the Accreditation Council for Education in Nutrition and Dietetics (ACEND) of the Academy of Nutrition and Dietetics.
2. Complete an ACEND accredited internship
3. Pass the National Dietetic Registration Exam

The completion of this program fulfills the second step in the process. This gives the student the competence and eligibility to take the national Dietetic Registration Exam.

Registration Examination (RD) Eligibility

After completion of the program, the director of the program will provide the student with a student exit packet. The student must then do the following:

1. Complete the Name/Address Verification Forms provided by the Program Director.
2. Return the CDR Copy (this copy to be returned to CDR by the Program Director) to the Program Director on or before the deadline. The Program Director will submit this original form to CDR.
3. Retain the Name/Address Verification Form, Student Copy for student records.
   - The "Student Copy" is to be used when students have a name/address change after having submitted the original CDR copy to the Program Director.
   - When a name/address change occurs, notify the Program Director of the change(s) via FAX so that he/she can revise the student record and advise CDR by attaching the fax copy to the student's original form. If students are unable to contact their Program Director, FAX the form to CDR, attention Peggy Anderson, at (312) 899-4772. Make sure ALL areas of the Change Form are completed, including previous address (the address submitted to the Program Director) and new address, Program Director's name and four-digit program code found on the student Verification Statement from the Program Director indicating completion of supervised practice.
4. Program Directors will forward the *Computerized Registration Eligibility Application* to CDR. Students will receive a letter confirming registration eligibility from CDR approximately two to three weeks following the Program Director's submission to CDR.
5. Refer to the February 1999 *JADA*, page 156, for an article entitled, "*Computer-based testing: A new experience in 4 easy steps"* and the October 1998 *JADA*, page 1102, for an article entitled, "*Computer-based certification tests integrate testing and scoring, increase convenience"* for a detailed description of the eligibility process.
6. Inquiries should be directed to Peggy Anderson at (312) 899-0040, extension 4764 or email Peggy at panders@eatright.org.

The Registration Examination for Dietitians is given year round at over two hundred approved Sylvan Learning Corporation sites nationwide. All test sites are open Monday through Friday and the eligible candidate must call the Sylvan testing site to schedule an appointment to take the examination.

Applicants should keep the following in mind:

1. Make certain the Academy of Nutrition and Dietetics is furnished with a current mailing address.

2. The examination fee is approximately $200.

3. The test is multiple choice, with a minimum of one hundred and twenty five questions.

2. The authorization to take the examination expires one year after authorization.

Internship Academic Policies

Attendance

The Internship Programs in Nutrition and Dietetics at Life University is a full-time, 41-week program which starts mid-August and runs through mid-June of the next year. The student must be available 8 hours per day, 5 days per week for the duration. Absence and tardiness will not be allowed. Exceptions will be made for emergencies up to 6 weeks at the discretion of the program director/department chair.

The first violation (unexcused absence or tardiness of greater than 15 minutes) will result in a verbal warning. The second violation (unexcused absence or tardiness of greater than 15 minutes) will result in a written warning. The third violation (unexcused absence or tardiness of greater than 15 minutes) will result in student's dismissal from the program. A total of two days for emergencies will be allowed without having to make up the time.

Any other time off must be approved by the program director/department chair and will be made up as follows:

- All missed rotations must be made up as soon as possible, but make-up rotations must not interfere with the scheduled rotations, and students will need to make arrangements for make-ups on the weekends or evenings. It is the responsibility of the student to arrange all missed rotations with the rotation site, and each rotation must be completed before starting a new rotation.

- All missed lecture or discussion sessions must made up by completion of a special project assigned by the program director/department head (ex. case study presentations, literature review presentation or community work).

Grade Policy

Students will receive grades and evaluation upon completion of each rotation. Each rotation will be evaluated at mid-rotation (may be verbal) and upon completion. Students will complete each rotation successfully and must receive a grade of 85% or higher to be eligible for graduation. Rotations not completed successfully may be

repeated one additional time, assuming the student has acceptable attendance and followed the professional standards set by the program. After the second chance, the student may be terminated, if terminated due to attendance problems, not following the professional standard, or not being committed to the program, the student will not be entitled to a refund and is still responsible for the remainder of the tuition. Students are strongly encouraged to notify the director/department chair of any problems that may prevent them from completing the program early on.

Each student is required to present, both oral and written, up to eight case studies during the program. Students must pass the case studies with a grade of 85% or higher.

There will be several written tests given during the program. There will be 2 comprehensive exams given at the end of the program, with one make-up exam. If the intern does not pass the comprehensive exam, he/she will be required to take the Registered Dietitian Exam Review course and provide proof of attendance in order to receive the Verification Statement. A grade of 85% or higher is required for passing the tests. Once the intern passes the comprehensive exam, all rotations, and complete all projects, a Verification Statement will be issued.

There will be several projects, including education and management, and a few teaching sessions. All projects **must** be completed within the given deadlines.

Students shall be regularly informed regarding their progress in the program. Students shall be given formal evaluation on their progress at specified intervals throughout the program, within any given unit, segment, rotation, etc., of a planned learning experience

Protection of Privacy of Student Information

The student has the right to privacy. Information concerning the student's progress will only be made available, if the Program Director deems necessary, to those involved in the actual training process. Other than to verify the dates that the student participated in the Internship Programs in Nutrition and Dietetics, outside parties or agencies are not provided any information contained in personnel records, except as specifically authorized in writing or as required by law. The information in the student's file is available for their review upon written request.

Professional Standards

Students must follow the professional standards that govern the programs, which include: patient/client confidentiality and access to information, dress code, the student is expected to read material and complete assignments on time and have them ready for presentation at the appointed time, students must follow the policy and procedures of the University and any other institutions that they perform rotations, and they must be respectful to the people they work with. For a resolution of any conflicts, please follow the grievance policy.

Patient/Client Confidentiality and Access to Information

The information contained in the health record belongs to the patient, and the patient has a protected right of information in accord with the federal Health Insurance Portability and Accountability Act (HIPAA). All information concerning patients, their health and personal affairs is confidential. Dietetic Interns are authorized to have access to all patient information in order to assess the patients' nutritional needs accurately and are required by federal HIPAA law to be trained in Privacy practices.

Insurance Requirements

Students must purchase and maintain health and professional liability insurance coverage for the duration of the program of study (liability must be a minimum of $2,000,000 each incident/occurrence and $4,000,000 annual aggregate). The health and liability insurance can be purchased from Seabury & Smith, for liability insurance call (877) 687-0845, and for health insurance, call (800) 503-9230. To be eligible for the group-discounted price, students must be a member of the Academy of Nutrition and Dietetics. For information on becoming an Academy of Nutrition and Dietetics member go to the website at www. eatright.org, under Membership Benefits.

Proof of insurance must be provided to the program director during the first week of the program. Students are responsible for their safety to and from the University and rotation sites, and must take all precautionary measures to assure safety. Students are liable for all medical or health care (emergency or otherwise) while at Life University or at rotation sites.

Dress Code Policy

The dress code is an important part of the image that dietetic interns should present at preceptor sites & rotations. Dietetic interns are required to wear professional clothes that are neat, clean, and appropriate in style for their assigned rotations. Very casual attire or clothes of extreme style are not acceptable. Some clinical and non-clinical rotations have more strict policies to protect the welfare of their clients/patients and student safety.

Interns should observe the following broad guidelines regarding what would NOT be considered acceptable professional appearance during rotations:

- Visible tattoos, body piercings/jewelry including belly ring, brow ring, nose ring, tongue ring, or excessive earrings
- Extreme hair color/style, i.e., pink, platinum, mohawk, spikes.
- Hats
- Denim of any kind
- Leggings or stirrup pants
- Capri pants
- Shorts or mini-skirts

- Low-cut tops or see-through shirts or blouses showing cleavage
- Halter tops or midriff shirts
- Fake nails and nail polish
- Sandals or flip-flops
- Open-toe shoes and high-heels/spikes
- Tennis shoes, unless worn with "approved" scrubs or uniform.
- T-shirts or logo shirts, unless worn as "approved" uniform.

During clinical and food service rotations, hair, including facial hair, should be neatly groomed and maintained. Slacks should at least touch the ankle. Food service rotations may require hairnet, uniform, and special shoes.

Lab coats are required during clinical rotations, scrubs *may* be permitted with lab coat at some facilities. At rotation sites, identification badge must be worn at all times.

The **first violation** of the dress code policy will result in a verbal warning and dismissal to change clothes. The **second violation** of the dress code policy will result in a written warning and dismissal to change clothes. The **third violation** of the dress code policy will result in termination from the Internship Programs in Nutrition and Dietetics.

Curriculum Description for the Dietetic Internship Program

The Internship Program in Nutrition and Dietetics at Life University encompasses 41 weeks/1640 hours of didactic (360 hours) and supervised practice experience (1280 hours). The curriculum is as follows:

ORIENTATION: One week of general orientation to become familiar with University, department, and program policies and procedures. (40 hours Didactic Review)

CLASSROOM REVIEW: Three weeks of classroom review of Community Nutrition, Food Service, Nutrition Education, Nutrition and Physical Performance, Health and Disease, Nutritional Assessment, Counseling, and Physical Assessment. (120 hours Didactic Review)

FOOD SERVICE/MANAGEMENT: Three weeks of exposure to different areas of management, such as purchasing and production). All of the management rotation components must be successfully completed with a score of 85% or above before the next rotation can begin. (112 hours Supervised Practice)

EDUCATION/COMMUNITY: Three weeks of exposure to different areas of education, such as geriatric, AIDS patients, pediatric, pregnancy, endocrinology, and general medicine). All of the education/community rotation components must be successfully completed with a score of 85% or above before the next rotation can begin. One week of staff relief or project to show transition from lower to higher level competency achievement. (112 hours Supervised Practice)

WELLNESS: Three weeks of exposure to Wellness Nutrition, such as assessing and counseling nutritional status and fitness level of the clients. All wellness rotation components must be successfully completed with a score of 85% or above before graduating from the internship program. (112 hours Supervised Practice)

RESEARCH: Up to forty hours of research activities will be completed during Mondays, to provide comprehensive insight into preparing a research proposal and optional submission of the proposal to the Institutional Review Board. For this rotation interns must complete a two credit hour course NTR 470 Nutrition Research I and NTR 471 Nutrition Research II (optional). This course must be completed by one month prior to the end of the internship program, and there will be time allowed for completion of this program during the internship program. (40 hours Online/Home Assignments)

DIDACTIC/CLASSROOM REVIEW FOR NUTRITION SUPPORT PEDIATRIC: Two weeks exposure to medical nutrition therapy and nutrition support for adult/pediatric populations via lecture/simulation workshop. (80 hours Didactic Review)

CLINICAL: Fifteen weeks exposure to different areas of clinical, such as general medicine, pediatric, renal, mental health, geriatric, nutrition support. All of the clinical rotation components must be successfully completed with a score of 85% or above before graduating from the internship program. (560 hours Supervised Practice)

INTERN'S SPECIAL INTEREST: Five weeks of in-depth exposure to areas of self-interest. All self-interest rotation components must be successfully completed with a score of 85% or above before graduating from the internship program. (192 hours Supervised Practice)

CAREER WEEK: One week of employment guidance & professional development activities, such as resume writing, interviewing, & professional portfolio management. (40 hours Didactic Review)

VACATION: Thanksgiving, Christmas, New Years, Martin Luther King Jr., Spring Break, Memorial Day and any official holidays will be used as vacation.

The summary timeline of the Internship program's didactic component is below. During the first seven weeks, the interns will be on the Life University campus 5 days a week for 8 hours per day, which totals 280 hours. (7 weeks x 40 hours per week)

Orientation	1 week (40 hours Didactic)
Didactic	3 weeks (120 hours Didactic)
Didactic/Classroom Review for Nutrition Support/Pediatric	2 weeks (80 hours Didactic)
Career Week	1 week (40 hours Didactic)
Didactic Day on 1st Monday of each Orientation	2 weeks (80 hours Didactic)

Total: 9 weeks (360 hours total) of Didactic Instruction

The first Monday of each rotation (10 rotations x8=80) the interns are required to be on the Life University campus. They will participate in discussion, assessment/evaluation of the supervised practice rotation, to attend NTR 210 Nutrition Seminar to make presentations of case studies and to be provided with additional didactic information. They also work on completing the research part of the curriculum, NTR 470 Nutrition Research I and NTR 471 Research II (optional), which is up to 40 hours. The dietetic interns will be in supervised practice rotation for the remainder of the 3 weeks (112 hours/rotation) and special interest for 5 weeks (192 hours).

The supervised practice component of the program includes the following:

Clinical	***15 weeks***
Long Term Care	3 weeks (112 hours of sup. practice)
Renal	3 weeks (112 hours of sup. practice)
Inpatient	3 weeks (112 hours of sup. practice)
Nutrition Support	3 weeks (112 hours of sup. practice)
Mental Health	3 weeks (112 hours of sup. practice)
Community	***9 weeks***
Community	3 weeks (112 hours of sup. practice)
Wellness	3 weeks (112 hours of sup. practice)
Other	3 weeks (112 hours of sup. practice)
Food Service/Management/Marketing	***3 weeks*** (112 hours of sup. practice)
Specific Interest	***5 weeks*** (192 hours of sup. practice)

Total: 32 weeks (1200 hours total) of Supervised Practice

Internship Rotations

In selecting rotation sites and dates, every effort will be made to accommodate the student's areas of interest and home location (most rotations are within 5-200 mile

radius). However, most of the rotation sites are based on the availability of the rotation sites, the readiness to accept students, and the prior agreement.

After the schedule of a rotation has been set, the date or location will not be changed unless the rotation site or program coordinator/director deems necessary. Interns have the ability to select the self-interest rotation, which must be submitted to the program coordinator/director within 30 days prior to the rotation.

Rotation Exemption Policy

A dietetic intern with previous rotation experience may request "exemption status" during the orientation period or didactic classroom review. An intern may be exempt from a rotation, only if all the following criteria are met:

Step 1: Passed a similar rotation with another institution/program can provide proof of passing grade

Step 2: Successfully complete the Life University IP rotation module/simulation (including written exam) with 85% or better

Step 3: Present a case study on the rotation topic, prior to the scheduled rotation

If a rotation is exempt, the dietetic interns may transfer the required supervised practice hours to another rotation, such as community, self-interest, staff relief, or the like.

There will not be any adjustments on fees for exemption of any rotations.

Immunization Policy

Most rotation sites require proof of immunizations. The interns are responsible for providing proof of immunization status of Chicken Pox, proof of 2 MMRs (if birth date is after 12/31/56) or immunity to Rubella and Rubella, and proof of a TB skin test done within the one month prior to start of the program. Some of the rotation sites require immunization of Hepatitis B and may also require students to repeat the TB skin test.

Injury and Illness Policy

Students are responsible for their safety to and from the University and rotation sites, and must take all precautionary measures to assure safety. Students are liable for all medical or health care (emergency or otherwise) while at Life University or at rotation sites. Each facility has a policy for injury or illness on the job. The dietetic interns are required to alert the preceptor if injury or illness occurs and the preceptor will then guide the intern through the proper protocol. The dietetic intern must also notify the Director of the Internship Programs in Nutrition and Dietetics of the incident.

Master of Science in Clinical Nutrition

Accreditation Status

The Didactic Program in Dietetics and the Dietetics Internship Program within Life University's Department of Nutrition are both accredited by the Accreditation Council for Education in Nutrition and Dietetics.

Introduction

The 52 credit hour Master of Science program in Clinical Nutrition is open to any student who meets the admission requirements. Students not retaining a background in the sciences or allied health may take a longer period of time to complete the prerequisite requirements prior to entrance into the graduate program. In the majority of cases, prerequisite requirements can be fulfilled through the College of Graduate and Undergraduate Studies at Life University.

Application Requirements Specific to the MS in Clinical Nutrition

Instructions for the graduate school application are found in the Academic Policies section of the Graduate Catalog. Each student is encouraged to contact the Nutrition department to discuss program admission questions.

1. Applicants who have completed a dietetic internship program and have become Registered Dietitians. will receive 9 transfer credits towards the MS Program (MNTR 606 Management, Leadership & Marketing (5 cr.) & MNTR 611 Cultural Environment & Agricultural Issues Related to Food Product Development & Processing (4 cr.) Total of 9 credit hours) and Upon admission this group only has to complete 43 credit hours will be required of the total 52 credit hours.

2. Applicants with a degree in the Allied Health field, but do not possess a BS Degree in Nutrition will be required to take the following which may result in the need to take undergraduate prerequisites, MNTR 501, Nutritional Concepts & Nutrient Analysis (4 credits); MNTR 502, Assessment & Nutritional Interventions (5 credits) if they don't have a BS Degree in Nutrition.

Prerequisite Courses

All students must have taken at least one college level course with a grade of "B" or better in each of the following disciplines to be admitted into the program:

1. Anatomy and Physiology (may be a combined course)
2. Chemistry and Biochemistry
3. Microbiology (may be taken while enrolled in the MS Clinical Nutrition program)

Note: The nutrition/science grade point average of successful applicants is generally at or above 3.25.

Master of Science in Clinical Nutrition Curriculum

The **Master of Science in Clinical Nutrition** at Life University is a strictly regimented curriculum of required courses, and either a Master's Thesis or Special Project.

Fall Quarter - Year I

MNTR 603 Nutrition Diagnosis/Implementation of Nutrition Care Process	5 cr.
MNTR 604 Counseling & Behavior Management	3 cr.
MNTR 608 Biostatistics (Prereq. Undergraduate Statistics)	4 cr.
MNTR 609 Communication Skills	3 cr.
Total	**15 cr.**

Winter Quarter - Year I

MNTR 600 Genetics &Advanced Nutrition Biochemistry (Prereq. Undergraduate Biochemistry)	5 cr.
MNTR 605 Nutrition Issues (Community Policy Making & Epidemiology)	3 cr.
MNTR 607 Outcome Research & Evidence Based Practice (Prereq. MNTR 602 or 603)	4 cr.
MNTR 698 Thesis or MNTR 686 Special Project	2 cr.
Total	**14 cr.**

Spring Quarter - Year I

MNTR 601 Contemporary Nutrition (Vitamins & Minerals and other alternative issues)	3 cr.
MNTR 602 Advanced Medical Nutrition Therapy	5 cr.
MNTR 606 Management, Leadership & Marketing	5 cr.
MNTR 698 Thesis or MNTR 686 Special Project	2 cr.
Total	**15 cr.**

Summer Quarter - Year I

MNTR 611 Cultural Environment & Agricultural Issues Related to Food Product Development & Processing (Prereq. MNTR 605)	4 cr.
MNTR 698 Thesis or MNTR 686 Special Project	4 cr.
Total	**8 cr.**

Option 1:

MNTR 698 Thesis (Prereq: Permission of Department Chair)	8 cr.

OR

Option 2:

MNTR 686 Special Project (Prereq: Permission of Department Chair)	8 cr.
MNTR 699 Comprehensive Exam	0 cr.
Total	**52 cr.**

Both MNTR 698 and MNTR 686 May be taken as four courses of two credit hours which can be repeated three times for the thesis and two times for the special project. Each would require quarterly registration.

Elective Courses

Electives are not required but may be taken by students wishing to receive additional instruction. Elective courses will not count toward the 52 hours required for degree completion.

MNTR 613 Individual Study	2 cr.
MNTR 614 Advanced Clinical Field Experience (Prereq. MNTR 601, MNTR 602, MNTR 603, MNTR 604)	3 cr.
MNTR 615 Advanced Management Field Experience (Prereq. MNTR 606)	3 cr.
MNTR 616 Advanced Community Field Experience (Prereq. MNTR 611)	2 cr.
MNTR 617 Advanced Teaching Field Experience (Prereq. MNTR 609)	8 cr.

Thesis/Project

Students in the MS graduate program in Clinical Nutrition are required to pursue a thesis or research project as part of their culminating graduate study experience. This scholarly learning experience provides the student with an opportunity to explore a specific area of clinical and/or research interest using statistical analysis and research design.

While not required, students are encouraged to pursue projects that are evidence-based practice in design. Each study will be supervised by a faculty member and all research projects will require the proposal be submit to the Institutional Review Board prior to the start of the investigation.

Following the completion of the research/project the student will be required to complete a full written thesis or project submission. Submission of a peer reviewed research article will satisfactorily substitute for a written thesis or project submission.

All students must also present their findings in a formal research presentation with a group of their peers and attended by department and Life University faculty. These formal presentations will be scheduled on a quarterly basis and open to the academic community.

Guidelines for thesis and project submissions can be obtained within the Department or the College of Graduate and Undergraduate Studies.

Written Comprehensive Examination

In *exceptional* situations, a MS graduate student may be granted status as a non-thesis candidate and permitted to take a written, comprehensive examination. Given that the field of Nutrition and Dietetics is an Evidenced Based field, the thesis or project route to degree is the preferred route of a culminating experience in this program.

Comprehensive examinations will be drawn from all the required courses (60% core and 40% research, critical thinking, research and analysis) and designed to measure the student's ability to critically analyze clinical data, evaluate research protocol as well as apply the knowledge acquired through the program to practice.

Eligibility Requirements:

1. Completion of the Comprehensive Exam Application
2. Completed all core and required courses
3. Minimum cumulative GPA of 3.0 or above
4. Student must be current with their financial obligations to the University
5. All required application materials are on file

To be eligible to take the Written Comprehensive Examination, the student must complete an application with the Nutrition Department, which has been approved by the student's advisor, and the Department Chair. This application must be filed with the department the quarter before the comprehensive exam will be completed.

Once approval has been granted, the student will be registered for MNTR 699. The deadline for registration is week one of the quarter. Students will be notified in writing as to the date and the time that the examination will be given.

The exam will be graded by all faculty members who teach in the MS graduate nutrition program. The faculty members are given at least two weeks for reading and grading. The student will be notified by mail the outcome of the exam.

Written Comprehensive Exams will be offered in two sections, the core content and the research and critical analysis section. Students will be provided a period of proctored time in which to complete each section.

The following evaluative standards for comprehensive exams are given:

- Pass with specific remedial work (may include course work, other)
- Failure - Students may retake the written comprehensive one additional time after a six-month waiting period.

If the student does not pass the written comprehensive examination after remedial work or after retaking the examination, he or she will be considered academically dismissed from the MS graduate program in Nutrition.

Course Descriptions

MNTR 600 Nutritional Epigenomics & Advanced Nutritional Biochemistry (5 cr.)

The emphasis of the course explores the role of genetics and nutritional biochemistry relative to nutritional metabolism and outcomes. Students survey research in the areas of genetics, epigenetic, nutritional biochemistry and evidenced based practice.

MNTR 601 Contemporary Nutrition (Vitamins & Minerals) (3 cr.)

In the class, students explore individual micronutrients and their role in a variety of disease conditions. In particular, the class emphasizes the role of research in guiding the clinician. The role of research relative to the future of nutrition and the importance of vitamins and minerals in metabolism and disease are also evaluated.

MNTR 602 Advanced Medical Nutrition Therapy (5 cr.)

This course survey's the research literature and the impact of research relative to the latest therapeutic protocols for major disease conditions affecting the body (i.e. cardiovascular disease, diabetes, obesity, etc.). The emphasis of this course focuses on the role of research in therapy outcomes for client care.

MNTR 603 Nutrition Diagnosis/Implementation of Nutrition Care Process (5 cr.)

In this class, the student gains advanced level clinical proficiencies in: clinical evaluation, biochemical assessment, dietary analysis, case history evaluation, physical examination, anthropometric measurements and survey development

MNTR 604 Counseling & Behavior Management (3 cr.)

In this class, students will be acquainted with counseling and mental health issues among individuals throughout the lifecycle. Role play will assist the students in enhancing their behavioral assessment skills as nutrition care providers. In addition, the course pursues in-depth advanced level behavior management and modification therapies utilized by nutrition and dietetics providers

MNTR 605 Nutrition Issues (Community Policy Making & Epidemiology) (3 cr.)

In this class, students will conduct in-depth discussions and analysis of the contemporary nutritional issues that plague communities, countries and the world. Topics such as obesity, food insecurity, health disparities, etc. result in multiple and complex biological, economic, social and cultural issues that require delicate and detailed policy development. Students will gain insight into this process.

MNTR 606 Management, Leadership & Marketing (5 cr.)

In this class, students will analyze concepts of marketing, management and leadership as they pertain to organizations and organizational structures. Relevant to class discussions will be a critical analysis of organizational theory, marketing and consumer behavior theory and how each drive nutrition and dietary behaviors.

MNTR 607 Outcomes Research & Evidenced Based Practice (4 cr.)

Students are able to differentiate and manipulate the variety of clinical terminology and standards of health care and decision analysis that support evidenced based practice. This knowledge will guide the student in justifying written practice guidelines and research protocol.

MNTR 608 Biostatistics (4 cr.)

The is an applied course in statistical methodology focused on topics in the health sciences. Students learn to design experiments and research protocol related to nutrition, gather and tabulate data as well as interpret the research results. A basic statistics course is required prior to taking this class.

MNTR 609 Communication Skills (3 cr.)

In this course, students will advance their abilities in scholarly writing, critical thinking and analysis and effective communication. Students gain proficiency in oral communication as well as written communication through the advanced levels of Bloom's Taxonomy and APA 6th edition.

MNTR 610 Independent Study (2 cr.)

Students wishing to pursue an independent research, clinical or community project are encouraged to work with or be mentored by one of the nutrition program graduate faculty

MNTR 611 Cultural Environment & Agricultural Issues (4cr.)

This course investigates the food industry and the process of food product development and processing. Students research and critically analyze and discuss cultural, environmental and agricultural issues as they related to food, the food industry and food product development.

Department of Psychology

Master of Science in Positive Psychology

Department of Psychology

Chair: Peggy Samples, PhD

The Department of Psychology at Life University offers the Master of Science in Positive Psychology degree with three tracks. The first two tracks (the Coaching Psychology and the Secular Ethics and Contemplative Science tracks) will commence in Fall 2014 and the third (General track) will come online the following year in Fall 2015.

The department's courses place importance on the health and well-being of the whole person through examination of the interactive and dynamic influence of mental, behavioral, physical, cultural, and spiritual processes, as well as special emphasis on the acquisition of core competency skills to optimize human performance potential. In line with Life University's values and vision, the content, structure, and objectives of the psychology program are strategically centered on a "vitalistic" health paradigm and health-based "whole person" model of care and the eight core proficiencies.

Mission of the Psychology Department

In keeping with the overall mission of Life University to facilitate and enhance the development of the "whole" individual in a diverse and ever-changing society, the Psychology program's mission is to provide instruction from a vitalistic and multi-faceted orientation, with particular emphasis on building practical skills utilizing basic positive psychological principles to enhance human potential. Upon graduation, students are equipped with skills and knowledge to improve the quality of their personal and professional life, and enable them to contribute to the personal growth and well being of others.

Student Learning Outcomes

1. Students will demonstrate familiarity with the major concepts, theoretical perspectives, empirical findings, and historical trends in psychology;
2. Students will understand and apply basic research methods in psychology, including research design, data analysis, and interpretation;
3. Students will respect and use critical and creative thinking and skeptical inquiry;
4. Students will understand and apply psychological principles to personal, social, and organizational issues;
5. Students will be able to communicate effectively in a variety of formats;
6. Students will recognize, understand, and respect the complexity of socio-cultural and international diversity;
7. Students will develop insight into their own and others' behavior and mental process and apply effective strategies for self-management and self-improvement;

8. Students will emerge from the major with realistic ideas about how to implement their psychological knowledge, skills, and values in occupational pursuits in a variety of positions and settings, especially leadership positions and entrepreneurial settings;
9. Students will demonstrate an understanding concerning the "vitalistic", as opposed to the mechanistic, perspective on human functioning in which the mind, body, and spirit operate dynamically to create quality of health and well being; and
10. Students will demonstrate an understanding of personal integrity and how to manage it effectively to promote excellence in the personal and professional realm.

Coaching Psychology Learning Objectives

Students should expect to gain both a sound foundation in the main psychological theories and principles that inform coaching practice, plus the core skills of applied coaching. Student learning objectives for the coaching psychology track are as follows:

1. Students will demonstrate an understanding of positive psychology interventions such as mindfulness, meditation and cognitive-based compassion training and their applications to coaching individuals and teams.
2. Students will demonstrate an understanding of the strengths, limitations and applications of coaching methodologies.
3. Students will demonstrate the ability to implement coaching in a variety of settings.
4. Students will demonstrate an understanding of how systems, groups and teams operate, and the application of coaching within complex systems.
5. Students will demonstrate knowledge of the main forms of psychopathology found in coaching and how to deal appropriately with clients displaying mental health issues.

Secular Ethics and Contemplative Science Learning Objectives

For students in the Secular Ethics and Contemplative Science track, the learning objectives are as follows:

1. Students will be trained in secular contemporary contemplative practices such as mindfulness meditation and Cognitively-Based Compassion Training (CBCT) to the level where they can continue with these practices indefinitely on their own; share their knowledge with others or integrate it into their own practice, such as counseling or life coaching; and have a firm basis for seeking qualification as an instructor in a particular meditation protocol should they so desire.
2. Students will exhibit strong and broad familiarity with the emerging research on contemplatives practices and their effects, particularly in the fields of psychology, neuroscience, and the health sciences.
3. Students will have learned how to develop secular interventions based on contemplative practices and traditions, and how to design research studies that evaluate such interventions in diverse settings, including educational and clinical

settings, depending on their specific interest.

4. Students will have a foundational understanding of the indigenous theoretical models that underlie mindfulness, CBCT, and other contemplative practices, enabling them to bringing these models into dialogue with the existing paradigms of modern psychology, modern science, and modern societies for the development of new knowledge.

General Learning Objectives

The learning objectives for students in the General Positive Psychology track are the following:

1. Students will apply principles and strategies of positive psychology to various professional domains including psychology, chiropractic, nutrition, sport health sciences, research, business, life coaching and health.
2. Students will use principles of positive psychology as foundation for further study in a DC, PhD, MD, MBA or JD program.
3. Students will demonstrate knowledge of the science of positive psychology, its philosophy, approach, research, paradigm shift and its future.
4. Students will assess and reflect on the meaning of happiness, positive leadership, resiliency, character traits, vitalism, flourishing, flow, values and virtues and identify their strengths to increase and sustain well being.
5. Students will demonstrate knowledge of the relationship between physical, mental, emotional, social and spiritual dimensions of humanness in promoting health and wellness.

Technical Standards for Master of Science in Positive Psychology Students

Life University complies with Section 504 of the Rehabilitation Act of 1973, the Americans with Disabilities Act of 1990, as amended and the ADAA 2008. These laws provide a framework for qualified individuals with documented disabilities to request reasonable accommodations needed to participate in a program. Reasonable accommodations are defined as adjustments or modifications that enable a qualified individual with a documented disability to participate as fully as possible in an educational program. An adjustment or modification must be reasonable and may not be provided if it would alter essential academic or technical requirements or result in undue financial or administrative burdens.

Qualified candidates with documented disabilities who wish to request accommodations under the American with Disabilities Act or the Rehabilitation Act must follow the University's procedure for requesting an accommodation. This procedure requires the submission to the Student Success Center of a written request for accommodations, along with supporting documentation from a licensed professional demonstrating the existence of a disability, the functional limitations resulting from the disability, and the need for specific accommodations. Documentation must meet the specific Guidelines, which are set forth in the Student Handbook.

TECHNICAL STANDARDS MINIMUM ESSENTIAL SKILLS

Department of Psychology

Life requires that applicants to or students enrolled in MS Degree in Positive Psychology Program be able to meet the technical standards of the MS Degree in Positive Psychology Program, with or without reasonable accommodations. The following are the technical standards required for admission or participation in the MS Degree in Positive Psychology Program. These standards are based on the following abilities and skills that are essential to a career in Positive Psychology.

Communication:

1. Students must be able to effectively communicate with patients, clients, colleagues, and other professionals, in a respectful, professional, polite, sensitive and confident manner in order to elicit and transmit information. Communication includes not only speech, but also reading, writing, and paraverbal (i.e., tone, pitch, and pacing skills).
2. A student must have oral and written communication skills sufficient to conduct interviews, record case histories, conduct program evaluations, communicate results of findings, write summaries and make assessments and plans known to pertinent team members.
3. A student must also have the skills of empathy, interpretation, constructive confrontation, and motivation; skills that are essential to a career in Positive Psychology.

Behavioral and Social Attributes:

1. Students must possess the skills necessary for constructive interaction with others in one-on-one or group settings.
2. Students must be able to exercise good judgment in dealing with others and to promptly complete all academic and professional responsibilities.
3. Students must have the honesty, integrity, sensitivity and empathy to maintain confidentiality and engage in ethical and effective relationships with patients, clients and colleagues.
4. Students must be able to function effectively under stress. Stressors may include but are not limited to environmental, chemical, physical, or psychological.
5. Students must also be able to adapt to change, display poise and flexibility in the face of uncertainties and stressful situations, and to independently demonstrate empathy, integrity, compassion, motivation, and commitment.
6. Students must demonstrate honesty, caring, respect, trustworthiness, competence, and responsibility to and for their colleagues.

Master of Science In Positive Psychology
Coaching Psychology Track
(October 2014 start)

Accreditation Status
The Life University Coaching Psychology program is a Center for Credentialing & Education (CCE) and an Approved Board Certified Coach (BCC) training provider. The Coaching Psychology program is currently pursing accreditation through the International Coaching Federation (ICF) to become an Accredited Coach Training Program (ACTP).

Introduction
Students will earn a Master in Science in Positive Psychology (MSPP) degree. Life University's Master's in Positive Psychology/Coaching Track is a 3-quarter program and is designed around an integrated approach to positive psychology that draws from the richness of ancient traditions and yet is based on modern scientific research, methods and best practices. Graduates of this program will have key theoretical understandings and the core skills necessary to work as a professional coach in a wide range of settings. They will be equipped to work in the scientist-practitioner or scholar-practitioner models, and can expect to find employment as human performance consultants and personal, or workplace coaches in industry, in the human resources field or in private practice.

Prerequisite Courses (Undergraduate)
General Psychology (recommended)

Admission Requirements
- Bachelor's degree from an accredited institution
- Cumulative Grade Point Average/GPA: 3.00 or higher
- Letter of intent
- Three letters of recommendation
- GRE 280 cum, 3.5 writing; TOEFL 500-paper, 61-ibt,173- comp

COURSE SCHEDULE

Fall (15 credits) [Oct 6 – Dec 20]
Fall Start of Quarter Residency (October 3-5)

MPSY 501 Introduction to Positive Psychology	5cr
MPSY 604 Research Methods and Statistics in Positive Psychology	5cr
MPSY 534 The Evolution of Coaching	5cr

Winter (16 credits) [Jan 12 – Mar 28]
Winter Start of Quarter Residency (Weekend of Week 9 – March 13-15)

MPSY 630 Theories and Techniques of Coaching Psychology	5cr
MPSY 631 Applied Positive Psychology Coaching	5cr
Elective	5cr
MPSY 688 Capstone	1cr
MPSY 699 Written Comprehensive Exam	0cr

Spring (16 credits) [Apr 6 – June 18]
Spring Start of Quarter Residency (Weekend of Week 9 – June 5 - 7)

MPSY 531 Workplace Coaching (moved from undergrad to 500 level)	5cr
MPSY 633 Mindfulness Based Cognitive-Behavioral Coaching	5cr
MPSY 644 The Psychology of Group Coaching	5cr
MPSY 689 Capstone	1cr
MPSY 699 Written Comprehensive Exam	0cr

TOTAL Hours: 47 quarter credit hours (divided by 1.5 = 32 semester credits)

Program Contacts: Mr. Mickey Parsons, MED, MCC
Phone: 770-426-2697
Email: mickey.parsons@life.edu

Dr. Peggy Samples, PhD
Phone: 770-426-2697
Email: psamples@life.edu

Master of Science In Positive Psychology
Secular Ethics & Contemplative Science Track
(October 2014 start)

Certification as a Meditation Instructor

Students in this specialty track, by engaging in the requirements for the track, will automatically complete two of the main requirements for certification as a meditation instructor in the Cognitively-Based Compassion Training (CBCT) protocol (the first being a taught course in CBCT, and the second being a residential retreat in CBCT). They will also be eligible to pursue certification in other contemplative studies protocols and programs, the requirements of which will depend on the protocol in question. Certification is not guaranteed, as students will have to complete other requirements and receive approval before they can teach CBCT or any other protocol as a certified instructor. Students in this track will, however, graduate with significant qualifications that will make them well suited for instruction and research in contemplative practices.

Introduction

Students will earn a Master in Science in Positive Psychology (MSPP) degree. Life University's Master's in Positive Psychology/ Secular Ethics and Contemplative Science is a 6-quarter program. For students in this area of specialization, training in contemplative science, contemplative studies, and contemplative psychology will involve first-person engagement with contemplative and meditative practices, including popular interventions such as mindfulness meditation and Cognitively-Based Compassion Training (CBCT), in courses that involve a "meditation lab" component.

Students will develop familiarity with the emerging research on contemplative practices and their effects, particularly in the fields of psychology, neuroscience, and the health sciences. Student will learn how to develop secular interventions based on contemplative practices and traditions, and how to design research studies that evaluate such interventions in diverse settings, including educational and clinical settings.

Prerequisite Courses (Undergraduate)

General Psychology (recommended)
Research methods (recommended)
Statistics

Admission Requirements

- Bachelor's degree from an accredited institution
- Cumulative Grade Point Average/GPA: (recommended 3.00 or higher)
- Cover Letter of Intent
- Three letters of recommendation
- GRE 280 cum, 3.5 writing; TOEFL 500-paper, 61-ibt, 173-comp

Master of Science In Positive Psychology
Secular Ethics & Contemplative Science Track

COURSE SCHEDULE	Year 1
(Courses marked with an asterisk are taken in online/hybrid format.)	
Fall (14 credits) [Oct 6 – Dec 20]	
MPSY 501 Introduction to Positive Psychology*	5cr
MPSY 604 Research Methods and Statistics in Positive Psychology*	5cr
MPSY 572 Foundations of Contemplative Science	4cr
Winter (15 credits) [Jan 12 – Mar 28]	
MPSY 605 Program Evaluation*	5cr
MPSY 606 The Art of Self-Care: Mindfulness, Meditation and the Mind/Body Connection*	4cr
MPSY 571 Introduction to Secular Ethics	4cr
MPSY 574 Mindfulness Meditation Lab	2cr
Spring (14-15 credits) [Apr 6 – June 18]	
MPSY 670 Compassion: Science, Theory and Practice	4cr
MPSY 671 Compassion Meditation Lab	2cr
MPSY 615 Psychology of Forgiveness	4cr
MPSY Elective	4 or 5cr

Summer

Residential Retreat

Students in this specialty track participate in an annual residential week-long retreat, which should be completed during the summer at the end of their first year in the program, but which may in certain circumstances take place at the end of the second year. This retreat will be a teaching retreat with significant time for group and individual contemplative practice. Typically, the retreat will involve training and practice in the Cognitively-Based Compassion Training (CBCT) meditation protocol.

COURSE SCHEDULE	Year 2
(Courses marked with an asterisk are taken in online/hybrid format)	
Fall (9 credits)	
MPSY 680 Advanced Seminar in Contemplative Psychology	4cr
MPSY 698 Research Thesis	5cr
Winter (9-10 credits)	
MPSY 698 Research Thesis	5cr
MPSY Elective	4 or 5cr
Spring (9-10 credits)	
MPSY 698 Research Thesis	5cr
MPSY Elective	4 or 5cr
MPSY 699 Written Comprehensive Exam	0cr

TOTAL Hours: 70-73 quarter credit hours (Divided by 1.5 = less than 49 semester credits)

Program Contact: Dr. Brendan Ozawa de-Silva, D.Phil.
Phone: 770-426-2697
Email: Brendan.ozawa@life.edu

Master of Science In Positive Psychology
General Track
(October 2015 start)

Introduction

Students will earn a Master in Science in Positive Psychology (MSPP) degree. Life University's Master's in Positive Psychology/General Track is a 3 quarter program. The mission of the MS in Positive Psychology-General Track will be to prepare students to be competent, ethical practitioners of positive psychology. Students will develop skills in evaluation assessment, and in a variety of coaching modalities. Learners will be able to apply knowledge from various frameworks and interventions (e.g., theoretical, empirical, experiential, and vitalistic models) to a wide variety of human experiences. This program emphasizes learning, which focuses on the uniqueness of each individual and the influence of culture and ethnicity when providing services to people from diverse backgrounds. The Master's of Positive Psychology-General Track provides a systematic approach that helps students to progress in their ability to apply positive psychology in multiple environments.

Prerequisite Courses (Undergraduate)
General Psychology (recommended)

Admission Requirements
- Bachelor's degree from an accredited institution
- Cumulative Grade Point Average/GPA: 3.00 or higher
- Letter of intent
- Three letters of recommendation
- GRE 280 cum, 3.5 writing; TOEFL 500-paper, 61-ibt,173- comp

COURSE SCHEDULE

Fall (15 credits)) [Oct 6 – Dec 20]

Fall Start of Quarter Residency (October 3-5)

MPSY 501 Introduction to Positive Psychology	5cr
MPSY 604 Research Methods and Statistics in Positive Psychology	5cr
MPSY 502 The Science of Happiness: Approaches to the Good Life	5cr

Winter (15 credits) [Jan 12 – Mar 28]

Winter Start of Quarter Residency (Weekend of Week 9)

MPSY 630 Theories and Techniques of Coaching Psychology	5cr
MPSY 605 Program Evaluation	5cr
MPSY 606 The Art of Self Care: The Mind/Body Connection	4cr
MPSY 688 Capstone	1cr

Spring (15 credits) [Apr 6 – June 18]

*Spring Start of Quarter Residency (Weekend of Week 9_*

MPSY 507 Positive Leadership: Empowerment and Self-Management	5cr
or MPSY 508 Approaches to Leadership: Character Strengths and Virtues	
MPSY 607 Positive Organizational Scholarship and Human Flourishing at Work	5cr
MPSY 615 Psychology of Forgiveness	4cr
PSYC 689 Capstone	1cr
PSYC 699 Written Comprehensive Exam	0cr

TOTAL Hours: 45 quarter credit hours (divided by 1.5 = 30 semester credits)

Program Contact:
Dr. Peggy Samples
Phone: 770-426-2697
Email: psamples@life.edu

Course Descriptions

MPSY 501- Introduction to Positive Psychology (4 cr)
This course will provide an introduction to positive psychology. It is designed to explore the concepts, research behind the concepts, techniques, and exercises that enhance well-being. The format of the course will be didactic, experiential, and interactive. Assigned readings will be given weekly.

MPSY 572: Foundations of Contemplative Science
This class will provide an introduction to contemplative science that includes both the practice of contemplative techniques and the ways they can be studied and evaluated scientifically, focusing on the most important research findings, paradigms, and challenges in this emerging field, and providing a basis for further coursework in the Contemplative Science and Secular Ethics track.

MPSY 571: Introduction to Secular Ethics (4 cr)
This course covers topics in psychology, neuroscience, and moral philosophy—it will examine the case for and against secular ethics, and explore its relationship with positive psychology and contemplative science.

MPSY 574: Mindfulness Meditation Lab (2.0 Credits. Pass/Fail)
This course will provide students with training in three main forms of meditation being commonly practiced today: mindfulness meditation, insight (vipassana) meditation, and loving kindness (metta) meditation. While spiritual in nature—in the sense that they foster the development of inner values, peace of mind, insight into one's own mental processes, and kindness towards others—these meditations are secular and universal, and therefore appropriate for individuals of any (or no) religious affiliation. Although these meditations have been shown to have demonstrable psychological and physical health benefits, the focus of this course will be on the actual practice of the meditation, rather than on meditation theory and the scientific study of meditation.

MPSY 612: Secular Ethics and Contemplative Pedagogy in Education (4 cr)
Prerequisites: PSYC 505, PSYC 510
This course investigates how to best introduce the cultivation of basic human values and contemplative practices into education on the basis of sound research, assessment, a developmental psychological approach, and a firm grounding in the pertinent theories of emotions, conflict resolution, contemplative practice, and social and emotional intelligence. Students will look at existing evidence-based programs and research. For their final project, they will design an intervention that builds on existing programs and research, or they will propose an innovative research design for evaluating such programs.

MPSY 531 Workplace Coaching (5 cr)
Prerequisites: Undergraduate PSY 311 and PSY 312
This course will be focused on expanding students' coaching repertoire by expanding their knowledge of Business Coaching, including corporate, executive, team and small business coaching.

MPSY 502 The Science of Happiness: Approaches to the Good Life (5 cr)
This course focuses on the science of happiness, integrating findings from positive psychology, psychiatry, behavioral genetics, neuroscience and behavioral economics. Over the course of the semester, students will consider the genetics of happiness, including the notion of a biologically determined hedonic set point, the brain's pleasure circuitry, and the mind's power to frame events positively, a tool used with great success in cognitive therapies. Students will question an idea that has gained prevalence since the Enlightenment: that pleasure and happiness are our purpose.

MPSY 507 Positive Leadership: Empowerment and Self Management (5 cr)
Prerequisite: PSY 501
Drawing on psychological research at the level of the individual, group, and organization, the class focuses on leadership development as it applies to politics, business, social enterprise, and education. Topics include goal setting, ethics, story-telling, charisma, systems thinking, and crucible experiences.

MPSY 508 Positive Approaches to Leadership (4 cr)
Drawing on psychological research at the level of the individual, group, and organization, the class focuses on leadership development as it applies to politics, business, social enterprise, and education. Topics include goal setting, ethics, story-telling, charisma, systems thinking, and crucible experiences.

MPSY 600 Vitalism, Stress Management & The Science of Well-Being (3 cr)
Prerequisite: PSY 501
This course integrates related findings from the fields of personality psychology, behavioral economics, behavioral genetics, neuroscience, and social psychology. Particular focus on the conceptions and practices of well-being as a function of socio-cultural context (e.g., nation, region, gender, age, and social class). Limited enrollment. Preference given to students who have taken Cultural Psychology. Application required. Class sessions will be comprised of short lectures followed by group discussions regarding the lectures, readings, films, and weekly experimentation with various wellbeing enhancement techniques.

MPSY 601 Character Strengths and Virtues (3 cr)
Prerequisite: PSYC 501
This course will provide an introduction to "Positive Psychology," the empirical study of what permits humans to flourish or, as described by Seligman and Csikszentmihalyi (2000), "[the] science of positive subjective experience, positive traits, and positive institutions." Students will concentrate on studying positive traits or virtues but will also touch on research on positive subjective experience and positive institutions. Students will begin with an overview of the agenda of this new movement in psychology and discussion of a framework for studying virtues. Students will next sample philosophical and religious approaches to cultivating virtues so that students will be able to compare these approaches to scientific approaches. The next section of the course will be a survey of scientific studies of several different virtues, including a two-week section on optimism so that students have an in-depth exposure to at least one program of research in this area. Students will end by studying the application of positive psychology to several important areas such as health and youth development.

MPSY 602 Positive Psychology: Thriving and Flourishing (3 cr)
Prerequisite: PSYC 501
This course will provide an overview of the emerging field of 'Positive Psychology. 'Students will be provided with opportunities to understand theory and research pertaining to the psychology of human strengths, assets, abilities and talents. Knowledge gains will be reinforced with personalized experiential learning exercises.

MPSY 603 Positive Psychology of Meaning (4 cr)
Prerequisite: PSYC 501
This course is organized around the proposition that people are meaning-seeking and meaning-making creatures, motivated to lead a life that is happy, fulfilling and worth living. This course examines contemporary research on meaning as the central construct in different areas of positive psychology, such as life satisfaction, health, and resilience. It also explores the clinical implications of the meaning advantage.

MPSY 633 Mindfulness Based Cognitive-Behavioral Coaching (5 cr)
This course will focus on the exploration of various aspects of coaching from a mindfulness based cognitive-behavioral framework. Topics including procrastination, stress, performance, self-esteem, perfectionism, goal selection and socratic questioning will be discussed using illustrative in-depth coach–coachee dialogues. Students will gain an understanding of positive psychology interventions such as mindfulness, meditation and cognitive-based compassion and their applications to coaching individuals and teams.

MPSY 604 Research Methods and Statistics (5 cr)
Prerequisite: Instructor's permission
This course will provide a basic introduction to the different types of research methods in Psychology as well as the descriptive and inferential statistical methods. The course offers a brief introduction to the philosophical underpinnings of research inquiry. Major topics include; the use of scientific method in psychology, hypothesis formation, research study design, ethics, and data analysis and interpretation. Emphasis will be placed on the establishment of appropriate connections between research questions and methodologies. Students will discuss the process of research as it relates to each approach. This process includes writing an introduction, specifying a purpose statement, and developing research questions and/or hypotheses. This course will also discuss the methods and procedures for quantitative, qualitative, and mixed methods studies.

MPSY 605 Program Evaluation (5 cr)
Prerequisite: Instructor's permission
Students will learn about different types of program evaluation, including needs assessment, formative research, process evaluation, monitoring of outputs and outcomes, impact assessment, and cost analysis. Students gain practical experience through a series of exercises involving the design of a conceptual framework, development of indicators, analysis of computerized service statistics, and development of an evaluation plan to measure impact. This course covers experimental, quasi-experimental, and non-experimental study designs, including the strengths and limitations of each.

MPSY 630 Theories and Techniques of Coaching Psychology (5 cr)
Prerequisite: PSYC 534
Student will be focused on learning the fundamental skills of coaching, and laying the foundation for sound contemporary coaching practice. Drawing on established approaches from positive psychology and traditional psychology, students will be trained in the core micro skills of coaching. Practical experience of self-coaching and co-coaching are central aspects of this course, requiring students to apply self-coaching strategies to their own lives.

MPSY 631 Applied Positive Psychology Coaching (5 cr)
This course will focus on the growing positive psychology evidence base as it relates to coaching applications. In short, positive psychology is the scientific study of the strengths and virtues that enable individuals and communities to thrive. It is a rich and growing field, and aligns perfectly with coaching: both assume people are basically healthy, resourceful, and motivated to grow.

The phrase "positive psychology" was first used by Abraham Maslow in 1954, in a call to psychology to focus on humanity's potential just as much as its shortcomings. Likewise, coaching is a positive practice, which focuses on building people's resourcefulness and positive beliefs about themselves. This quarter, students will explore recent research in positive psychology and how it builds upon current coaching practice to help refine it. Students will also learn the importance of relationships, autonomy and achievement in the coaching process.

MPSY 644 The Psychology of Group Coaching (5 cr)
This course will focus on providing a foundation for group coaching –what it is and how it differs from one-on-one coaching. Throughout the course, students will explore this evolving area of coaching as students learn practical methods for designing, implementing and marketing group coaching programs.

MPSY 670: Compassion: Science, Theory and Practice (4 cr)
Prerequisites: PSYC 571: Introduction to Secular Ethics
PYSC 572: Foundations of Contemplative Science
In this course, students will focus on one protocol in particular that employs analytical meditation to cultivate compassion, namely Cognitively-Based Compassion Training (CBCT), a program developed at Emory University in 2005 that is now being implemented in health-related and educational contexts, and that has been examined scientifically in a number of studies. Students will examine its theory, including its background in the Tibetan Buddhist *lojong* tradition; review the scientific research that has been conducted on it; and learn the practice itself through first-hand experience of its eight stages.

MPSY 671: Compassion Meditation Lab (2 cr Pass/Fail)
This course will provide students with training in Cognitively-Based Compassion Training (CBCT), a secularized meditation protocol for developing compassion towards oneself and others. Through a systematic, eight-step process, CBCT employs analytical meditation alongside non-analytical techniques to foster insight into one's own mental experiences, self-compassion and resilience, gratitude and forgiveness, empathy, and unbiased compassion. Students will be guided through this process in weekly meditation sessions. Although CBCT has shown to have demonstrable psychological and physical health benefits, the focus of this course will be on the actual practice of the meditation, rather than on meditation theory and the scientific study of meditation

MPSY 680: Advanced Seminar in Contemplative Psychology (4 cr)
Prerequisites: PSYC 604, PSYC 606, PSYC 670
This course provides students with an opportunity to engage in an in-depth examination of one specific contemplative tradition through the lens of both traditional texts and sources and contemporary psychology and neuroscience, in order to see what contemplative psychology has to offer positive psychology, and vice versa. The format will be seminar-style. The specific contemplative tradition to be examined can vary depending on instructor expertise and student interest, and possible topics include the Tibetan *lojong* or 'mind training' tradition; the medieval Christian contemplative tradition; or Sufi spirituality. The psychological, cognitive science, and neuroscientific literature presented will focus on research on emotions and emotion regulation, areas that are particularly amenable to comparisons with contemplative psychologies that largely focus on transforming emotional patterns.

MPSY 685 Contemplative Science and Secular Ethics Practicum (Total Credit Hours: TBD)
Prerequisites: Completion of all required courses in the Contemplative Science and Secular Ethics track and at least 3 quarters of Meditation Lab courses (PSYC 574 and PSYC 576).
This course enables students in the Contemplative Science and Secular Ethics track to engage in a training practicum that will place them in a setting where they can (a) create an intervention related to contemplative science and secular ethics or adapt an existing intervention to a specific population; and (b) implement such an intervention (either the one they designed or an established protocol). Typical settings would include educational and clinical settings, such as a local school. Students may also be involved in participating in on-going meditation studies taking place in the Atlanta area, where they would serve in capacities such as meditation instructor or assistant meditation instructor.

MPSY 688/689 Positive Psychology Capstone (Total Credit Hours: TBD)
Prerequisites: PSY 510 Research Methods and Statistics in Positive Psychology (for 604)
PSY 511 Program Evaluation (for 605)

The primary aim of this capstone course is:

- to allow students to reflect on what they have learned in previous positive psychology courses
- to see how the various areas of research interrelate with each other and with the world
- to see how students can use positive psychology in their lives and careers
- to polish students' writing and presentation skills in preparation for the world after graduation

MPSY 530 Theories and Techniques of Coaching Psychology (5 cr)
Students will be focused on learning the fundamental skills of coaching, and laying the foundation for sound contemporary coaching practice. Drawing on established approaches from positive psychology and traditional psychology, students will be trained in the core micro skills of coaching. Practical experience of self-coaching and co-coaching are central aspects of this course, requiring students to apply self-coaching strategies to their own lives.

MPSY 606: The Art of Self-Care: Mindfulness, Meditation, and the Mind/Body Connection (4 cr)
This course will examine mindfulness, loving kindness, and insight styles of meditation in both their traditional Buddhist and contemporary presentations, as well as the growing scientific literature on mindfulness and its effects. It will also provide students with personal training through first-person engagement with mindfulness and insight meditation practices.

MPSY 615: The Psychology of Forgiveness (4 cr)
In this course, students examine the psychological research on forgiveness as a complex construct involving cognitive, affective, motivational and behavioral aspects. Students also look closely at techniques for cultivating forgiveness found in the contemplative traditions, focusing in particular on a classic Indian text, Shantideva's "Guide to the Bodhisattva Way of Life," the sixth chapter of which is a handbook on forgiveness and how to deal with anger and resentment. Students will explore these concepts not only theoretically, but also through practical exercises in order to complement students' understanding with a phenomenological account of forgiveness.

MPSY 607 Positive Organizational Scholarship and Human Flourishing (5 cr)
This course invites students to explore the opportunities presented by two vibrant and emerging fields: Positive Psychology and Positive Organizational Scholarship (POS).

MPSY 534 The Evolution of Coaching (5 cr)
During this course, students will explore the history of coaching through the psychological theories and therapies, as well as the social and spiritual movements out of which coaching has evolved. As coaches, students need to know where their core ideas come from. Furnished with such knowledge, students have access to a much more flexible toolkit, and are in a better position to judge where and when to call on one technique or model rather than another.

MPSY 698 Contemplative Science and Secular Ethics Research Project
Prerequisites: Research Methods, Statistics, Qualitative Research Methods (if employing such methods in one's project), and completion of all required courses in Contemplative Science and Secular Ethics track
Total Credit Hours: (15 credit hours-5 Fall, 5 Winter, and 5 Spring)
This course is for students who will submit a thesis based on an independent research project in the Contemplative Science and Secular Ethics track. Students will be given the opportunity to carry out a research project on a topic related to positive psychology, contemplative science and secular ethics, with the approval and supervision of a member of the graduate faculty. Students should already have identified a research issue early in their course of study and prior to enrolment in this course, and must also have completed the necessary prerequisites in research methods and any other coursework necessary for the successful completion of their project.

Department of Sport Health Science

Master of Athletic Training

Master of Science in Sport Health Science

Department of Sport Health Science

Chair: M. Catherine Faust, PhD

The Department of Sport Health Science at Life University offers the Master of Athletic Training (MAT) and Master of Science in Sport Health Science (MS) degrees. The professional Master of Athletic Training degree is awarded after the completion of a two-year, 76 credit hour curriculum. The Master of Science in Sport Health Science degree is a 52 credit hour curriculum with areas of concentration in Exercise and Sport Science, Sport Injury Management, Sport Coaching, Nutrition and Sport Science, and Chiropractic Sport Science.

Laboratory experiences exist for those students interested in biomechanics, fitness, injury management, athletic training, and cardio-respiratory physiology. The laboratories at Life University provide students the opportunity for technical knowledge along with research experiences, under the direction of highly skilled faculty.

The faculty of the Sport Health Science program unanimously adopts the concept that a Master's degree should not be simply a "fifth year" of undergraduate study. Graduate students should be encouraged to broaden the world's knowledge, in addition to being exposed to the accumulated knowledge in their chosen areas of concentration. To that end, Life University graduate students are encouraged, but not required, to conduct a research study. This may be in the form of individualized study, or the more formal Master's thesis. Those choosing the Master's thesis track will not be required to take the Master's comprehensive examination.

Mission of the Department of Sport Health Science

The mission of the Department of Sport Health Science at Life University is to educate and prepare students for careers in fields related to fitness, health, and sport. We seek to provide a depth of education as well as the specialized skills and sense of creative independence that will allow graduate students to practice in, and contribute to, a profession or field of scholarship.

Department Objectives

The Department of Sport Health Science has set the following objectives:

1. To provide a curriculum directly related to, and appropriate for, preparing students to practice in and contribute to the areas of exercise science, coaching, sport injury management and chiropractic sport science;
2. To offer the highest quality academic programs by providing a qualifies faculty;
3. To provide an environment that supports and encourages scholarly interaction and accessibility among faculty and students;
4. To conduct research related to athletics, exercise, and sport chiropractic, and to disseminate information obtained from this research at appropriate sport science, chiropractic and health science meetings, as well as in appropriate sport science, chiropractic and health related journals;

5. To provide students with opportunities for laboratory and field experiences in order to obtain practical experience needed for advancing their education and careers.

Student Learning Outcomes

1. Critical Thinking and Communication – the students will have the ability to interpret, analyze, synthesize and communicate information in their specialized field of study.
2. Knowledge, Skills and Abilities in SHS – the students will be able to demonstrate knowledge, skills and abilities necessary for their selected area of concentration: chiropractic sport science, exercise and sport science, sport injury management, nutrition and sport science, and sport coaching.
3. Knowledge Base in SHS – the students will be able to demonstrate core competencies in exercise physiology, kinesiology and research methods.
4. Clinical Experience – the students will be able to demonstrate clinical competencies in their specialized field of study.
5. Technology – the students will demonstrate appropriate use of technology necessary within their selected field of study.
6. Professional Behavior & Conduct - the student will model appropriate professional behavior necessary for their selected field of study.
7. Research – the student will critique, analyze, and interpret the scientific literature as well as create a research design within their field of study.

Technical Standards for Sport Health Science Students

Individuals who seek to earn a master's degree in the Department of Sport Health Science must be able to assume responsibility for providing services to patients and/or clients safely and ethically in the fitness, health and athletic (sport) fields. All students must complete the curriculum in order to graduate with the respective degree. Students must demonstrate certain minimum essential skills, including but not limited to the following in the box below, in order to gain admission and to successfully complete these programs.

TECHNICAL STANDARDS MINIMUM ESSENTIAL SKILLS
Department of Sport Health Science

Sensory/Observation:

1. Obtain an appropriate health/fitness/medical history from the patient/client.
2. Accurately examine body systems and determine visual, hearing, speech and non-verbal communication, cognition, strength, flexibility, body composition and functional capacities of patients/clients.
3. Accurately examine cardiovascular fitness, including but not limited to vital signs, blood pressure, heart sounds, respiration rate/breathing patterns, and exercise endurance.
4. Observe demonstrations and participate in classroom and laboratory experiences.
5. Reliably read all equipment monitors and dials.

Communication:

1. Communicate effectively with patients/clients and others in a respectful, professional, polite and confident manner.
2. Communicate effectively with patients/clients in order to elicit information.
3. Maintain accurate documentation in patient/client records.
4. Demonstrate effective use of therapeutic communication, including but not limited to maintaining eye contact, attending, clarifying, coaching, facilitating and palpation.
5. Demonstrate respect of personal space of patients/clients and others.
6. Demonstrate appropriate non-verbal communication.
7. Translate and communicate complex information simply and clearly.
8. Maintain confidentiality of patient/client information/records according to all federal and state standards.
9. Demonstrate understanding of English, including speaking, reading and writing.
10. Use communication technology effectively, i.e., telephone, computer, email, etc.

Motor/Strength/Coordination:

1. Accurately and effectively use manual techniques to assess pulses, skin condition, musculoskeletal, joint and limb movement.
2. Manipulate with precision dials, knobs and other parts of equipment used in the clinical setting.
3. Negotiate level surfaces, stairs, ramps and equipment that move as necessary to assist patients/clients appropriately; perform a variety of examinations and procedures effectively, which require changing position, sitting, standing, squatting, kneeling and maintaining balance.
4. Respond quickly and effectively to sudden or unexpected movements of patients/clients.
5. Perform basic Cardiopulmonary Resuscitation (CPR), infant through adult, including the proper use of an automated external defibrillator or AED.
6. Demonstrate the ability to sustain adequate performance in the clinical setting.

Intellectual/Conceptual/Integrative/Quantitative Abilities:

1. Demonstrate the ability to recall knowledge, comprehend and interpret, apply, analyze and evaluate information obtained during didactic, laboratory and/or practice setting experiences.
2. Demonstrate problem-solving skills necessary for identifying/prioritizing problems, and developing appropriate solutions and treatment plans for patient/client problems, as well as evaluating those solutions for efficacy.
3. Demonstrate the ability to evaluate and apply scientific research, as well as the ability to effectively identify relevant research literature in the field using electronic databases.
4. Demonstrate the ability to identify complex relationships and problem-solve in-group, individual and collaborative settings.
5. Demonstrate the ability to successfully pass various skill assessments, composed of but not limited to, essay, oral and/or extended multiple-choice tests, compositions, oral presentations and lab practicums designed to assess cognitive and non-cognitive skills.

Behavioral and Social Attributes:

1. Demonstrate attributes of honesty, integrity, enthusiasm, compassion and empathy for others.
2. Demonstrate ability to critique own performance, accept responsibility for one's own actions, and follow through on commitments and assignments.
3. Actively seek help when necessary and appropriately utilize constructive feedback.
4. Demonstrate organizational skills, complete all professional responsibilities and assignments in a timely manner.
5. Adapt to ever-changing environments, demonstrating flexibility and learning in the face of uncertainties and stresses inherent in the education and practice settings.
6. Respect cultural and personal differences in others, including being non-judgmental.
7. Delegate responsibility appropriately and function as a member of a team.
8. Maintain appropriate personal hygiene and adhere to dress codes mandated by the University and clinical setting(s).
9. Demonstrate appropriate judgment in the prompt completion of all academic and clinical responsibilities.
10. Demonstrate mature, sensitive, ethical and effective relationships with patients/clients and other professionals.
11. Demonstrate the ability to function effectively under stress and/or potential life-threatening emergency.
12. Demonstrate the ability to adapt to change; to exhibit flexibility in the face of stressful situations.
13. Demonstrate empathy, integrity, compassion, motivation and commitment commensurate with professional standards in the field.
14. Demonstrate the professional attributes of honesty, caring, respect, trustworthiness, competence and responsibility to and for their colleagues and patients/clients.
15. Maintain appropriate professional boundaries with patients/clients.

Technical Standards Procedures

While inviting and encouraging voluntary self-identification by students with disabilities, the University has always related to its students as responsible adults with the independent right to make such life decisions. One of those responsibilities is to work with the Student Success Center (SSC) in requesting reasonable accommodations, academic adjustments and/or auxiliary aids and services pursuant to the procedures set forth in this catalog.

Any Undergraduate, Master's-level or Chiropractic candidates who self-identify their disability during any of the four stages – *prior to applying for admission, during the application process, after acceptance, but before attending classes, and while currently attending classes* – will be referred to the Director of the Student Success Center.

The Director of the SSC will work in concert with the Disability Advisory Committee (DAC) whenever a question arises as to an individual's ability to meet the requirements and technical standards of the specific program to which the student is applying, or in which the student is enrolled. The DAC has been established to adjudicate this process in a timely manner. The Director of the SSC ensures compliance with policy.

Written Comprehensive Examination

Each non-thesis candidate is required to take a written, comprehensive examination. The examination will be drawn from all the required courses in each student's specific area of study. The Written Comprehensive Examination is designed to measure the student's ability to analyze, synthesize, evaluate, and apply the knowledge acquired through the program. The examination questions are prepared by the Sport Health Science faculty.

Eligibility Requirements:

1. Completion of the Comprehensive Exam Application
2. Completed all core and required courses for area of concentration (as outlined in the degree plan)
3. Minimum cumulative GPA of 3.0
4. All required application materials are on file

To be eligible to take the Written, Comprehensive Examination, the student must complete an application with the SHS Department, which has been approved by the student's advisor, and Department Chair. This application must be filed with the department no later week six of the quarter before the comprehensive exam will be completed.

Once approval has been granted, the student will be registered for MSHS 699 and the application will be forwarded onto the registrar's office. The deadline for registration is week ten of the quarter before. At this time, the student must report to the registrar's office to start the records review.

The exam is offered on the Friday of the fourth week from 9 am to 2 pm. Report to room 160 in the Sport Health Science Building no later than 8:45 am.

The exam will be graded by all faculty members who teach in the Department of Sport Health Science's degree programs. The faculty members are given at least two weeks for reading and grading (time frame may vary depending on number of candidates). The student will be notified by mail the outcome of the exam.

The examination, which is composed of a battery of coursework, is scheduled for four hours. One hour is allotted to answer one of two questions dealing with research; one hour is allotted to answer one of two questions from MSHS 600 and MSHS 670; and two hours are allotted to answer two of five questions from the additional required and elective courses.

Whether or not a student passes requires a majority agreement of the Sport Health Science Faculty. A student may retake the examination only once.

The written comprehensive examination is offered the fourth week of every quarter.

Master of Athletic Training

Accreditation Status

The Athletic Training (AT) program is currently pursing accreditation by the Commission on Accreditation of Athletic Training Education (CAATE). The first class graduated in June 2014 and will be eligible to sit for the Board of Certification exam.

Introduction

Life University's Department of Sport Health Science offers a Master of Athletic Training (MAT) degree. This 76 credit hour graduate degree is a two-year full-time professional program.

As a "professional" program, students in the AT program would enter with no or minimal knowledge and experience in athletic training. After completing the requirements for this degree, students would meet and exceed all the minimal requirements to sit for the national Board of Certification (BOC) exam. There are only 35 similar programs in the world. Students should refer to the appropriate section of the Graduate Catalog for graduation requirements.

During this curriculum, the students will be required to conduct a research project but not a formal Master's thesis. The MAT student will be completing a non-thesis degree program and will be required to take the Master's comprehensive examination.

Application Requirements Specific to the MAT

Instructions for the graduate school application are found in the Academic Policies section of the Graduate Catalog.

1. Acceptance into the professional graduate MAT degree program occurs on an annual basis (program starts in July of each year). The application process for the Master of Athletic Training degree is highly competitive as the number of students accepted is limited.
2. All admissions requirements should be met and all official documentation received in the Office of Enrollment 30 days (45 days for all international students) prior to the beginning of the quarter of intended matriculation. Due to the competitiveness of the MAT degree program, application materials should be received by February 1 of each year.
3. Applicants for the Master of Athletic Training degree will also be required to have 75 hours of clinical observation (supervised by Certified Athletic Trainer or appropriate allied health practitioner).

Important Note: The deadline for the MAT application is February 1.

Master of Athletic Training Curriculum

Prerequisite Courses (Undergraduate)

Chemistry I
Physics I
Human Anatomy
Human Physiology

Recommended Courses
Kinesiology or Biomechanics
Exercise Physiology
Statistics
General Psychology

Admission Requirements

- Bachelor's Degree from an Accredited Institution
- Cumulative Grade Point Average/GPA: 3.00 or higher
- Prerequisite Course grades: C or higher
- Cover Letter (incl. 6 question personal statement)
- GRE 280 cum, 3.5 writing; TOEFL 500-paper, 61-ibt, 173- comp
- Other items:
  3 recommendation forms
  $50 application fee and resume
  Clinical Observation = 75 hours (supervised by ATC)
  Physical exam and medical history form

Clinical Education (CE): This experience begins annually around August 1. Students must get an average minimum of 15 hours/week and maximum of 25 hours/week for Clinical Education courses (see CE below). Students complete a minimum of 1,200 hours in two years in a variety of sports, patient-types, and settings (which includes an additional 50 hours of miscellaneous hours).

First Year		39	Second Year		37
Summer (7 credits) [July 14 – Sep 25]			**Summer (6 credits)**		
MSHS 641	Athletic Injury Care	4	MSHS 624	Strength Training & Devel.	4
MSHS 605	Evaluation Fundamentals	2	MSHS 661.15	Clinical Ed V (150 hrs)	1 CE
MSHS 661.11	Clinical Ed I (100 hrs)	1 CE	MSHS 686	Indiv Study-Research Project	1
Fall (9 credits) [Oct 6 – Dec 20]			**Fall (10 credits)**		
MSHS 670	Kinesiology of Sport	4	MSHS 680	Research Methods	4
MSHS 650	Injury Assessment: Lower Ext	4	MSHS 667	Clinical Conditions	4
MSHS 661.12	Clinical Ed II (150 hrs)	1 CE	MSHS 661.16	Clinical Ed VI (150 hrs)	1 CE
			MSHS 686	Indiv Study-Research Project	1
Winter (13 credits) [Jan 12 – Mar 28]			**Winter (11 credits)**		
MSHS 600	Exercise Physiology	4	MSHS 622	Nutrition for Fitness & Sport	4
MSHS 652	Injury Assessment: Upper Ext	4	MSHS 654	Administration in Healthcare	4
MSHS 646	Therapeutic Agents	4	MSHS 661.17	Clinical Ed VII (150 hrs)	1 CE
MSHS 661.13	Clinical Ed III (150 hrs)	1 CE	MSHS 686	Indiv Study-Research Project	2
Spring (10 credits) [Apr 6 – June 18]			**Spring (10 credits)**		
MSHS 612	Exercise Testing & Prescription	4	MSHS 656	Sport Psychology	4
MSHS 648	Therapeutic Exercise	4	MSHS 655	Professional Dev. in AT	3
MSHS 647	Therapeutic Ex Lab for AT	1	MSHS 661.18	Clinical Ed VIII (150 hrs)	1 CE
MSHS 661.14	Clinical Ed IV (150 hrs)	1 CE	MSHS 686	Indiv Study-Research Proj 2	2

TOTAL Hours: 76 quarter credit hours **(divided by 1.5 = less than 51 semester credits)**

Program Director: Dr. Donald Fuller, PhD, ATC, LAT
Phone: 770-426-2771, ext 2790
Email: Donald.Fuller@life.edu
AT Program website: www.life.edu/ATEP

Student Learning Objectives in the MAT Program

1. The student will demonstrate both knowledge of evidence based practice concepts and their application to clinical decision-making related to patient/client management (EBP).

2. The student will be able to demonstrate knowledge and skills related to prevention principles and strategies for prevention, protective equipment and prophylactic procedures, fitness and wellness, and sports nutrition (PHP).

3. The student will be able to demonstrate knowledge and clinical examination skills in order to diagnosis and treat their patients/clients (CE).

4. The student will be able to conduct and utilize techniques and clinical examination procedures of common injuries, conditions, illnesses, and diseases (CE).

5. The student will be able to evaluate and manage acute injuries and illnesses (AC).

6. The student will be able to utilize a variety of therapeutic interventions, methods, modalities, techniques, equipment, rehabilitation methods, and body movements in order to enhance function and human performance (TI).

7. The student will be able to demonstrate knowledge and skills recognizing clients/patients with abnormal social, emotional, and mental behaviors and utilizing psychosocial strategies with client/patient management (PS).

8. The student will be able to demonstrate knowledge and skills related to healthcare administration which may include risk management, healthcare delivery mechanisms, insurance, reimbursement, documentation, privacy, and facility management.

9. The student will be able to demonstrate knowledge and skills that facilitate the healthcare practitioner providing quality patient care, functions within the limits of state and federal regulations using sound moral and ethical judgment (PD).

10. The student will be able to apply, synthesize, and integrate the knowledge, skills and abilities necessary for athletic trainers to provide appropriate clinical care for patients/clients (CIP).

Clinical Education Hour Requirements

Clinical education experiences are required each quarter in addition to the course load. Students will complete a minimum of 1,200 hours in two years in a variety of sports and patient-type settings.

Clinical education experiences within the profession of athletic training serve to provide invaluable experiences and contacts that will enhance the students' educational process. Therefore, students are to complete a minimum of 15 hours per week per term but not to

exceed 25 hours per week per term as an athletic training student during the clinical educational portion of the AT program; unless it is a holiday or school is on break. The student must have a minimum of one day per week without clinical experiences. The student is expected to document each day. The following hours cannot be counted towards documented clinical hours: time spent traveling with a team, meals, unsupervised time, or academic hours.

Clinical hours completed during winter break or breaks between quarters are optional. Students are NOT required to complete hours during breaks in the academic calendar or during finals week. However, if a student has the opportunity to complete the clinical learning experience during this timeframe, one cannot earn more than 25% of the clinical hours required for the following quarter. These experiences must be pre-approved by both the clinical preceptor and the program director/clinical coordinator.

Students must be directly supervised by a clinical preceptor during the delivery of athletic training services. The clinical preceptor must be physical present and have the ability to intervene on behalf of the athletic training student and the patient. At no time is the student allowed to function as a first responder. During a clinical rotation, a student is not allowed to perform skills on a patient/client until the skill has been covered in a course and evaluated by the faculty member or clinical preceptor.

Students can only obtain clinical hours form a pre-approved site that has completed clinical preceptor training and undergone a clinical site evaluation, submitted all necessary documentation (which may include but is not limited to contract, credentials, licensure, BOC cards, emergency action plan, and equipment documentation). At no time will a student be allowed to obtain hours from a non-approved clinical site.

Clinical Education Rotation Plan and Schedule

Students are assigned to their clinical preceptors (CPs) and clinical sites by the Program Director or the Clinical Coordinator based on a clinical education rotation schedule through the various sports categories as well as such considerations as the student's strengths and weaknesses, career interests and goals, and prior experience.

Additional factors, such as availability of CPs and physical capacity of the site, are also considered in assignment of students to clinical ed. rotation sites.

In addition, AT students in the equipment intensive rotation will be scheduled to observe, assist, and compile notes as the physicians' perform examinations in the athletic training room.

All clinical education experiences off-campus (i.e., general medical, high school, physical therapy clinic, etc.) take priority over all other clinical responsibilities.

If there is a problem with ANY of these clinical education sites or experiences, notify the Clinical Coordinator or Program Director immediately.

Master of Science in Sport Health Science

Introduction

Life University offers a 52 credit hour Master of Science degree in Sport Health Science with specialty tracks in the professional fields of Exercise and Sport Science, Sport Injury Management, Sport Coaching, Nutrition and Sport Science, and Chiropractic Sport Science. The curriculum is designed to permit graduates with an interest in these specific areas to realize their personal and professional goals**. Any graduate level course offered in the Sports Health Science program except for ATC "only" (i.e., Masters in Athletic Training) courses can be used as an elective for any of the specialty tracks.**

Prerequisite Courses

All students must have taken at least one college level course with a grade of "C" or better in each of the following disciplines to be admitted into the program:

1. Anatomy and Physiology (may be a combined course)
2. Chemistry; and
3. Physics

Master of Science in Sport Health Science Areas of Concentration

Chiropractic Sport Science

This specialty track is designed to integrate the disciplines of chiropractic and sport science. Program objectives include the practical application of scientific knowledge with hands-on opportunities for the chiropractor/student to work with athletes in all sports. Areas of study include research and coursework in arthrokinematics, biomechanics, exercise physiology, and kinesiology. Students interested in this specialty area of should have a Doctor of Chiropractic degree or be a candidate in the chiropractic program and have a desire to integrate chiropractic and athletic performance.

Core Courses

Course	Course Title	Prerequisite(s)	Credit Hours
MSHS 600	Exercise Physiology		4 cr.
MSHS 670	Kinesiology of Sport		4 cr.
MSHS 680	Research Methods		4 cr.
			12 credit hours

Required Courses

Course	Course Title	Prerequisite(s)	Credit Hours
MSHS 648	Therapeutic Exercise		4 cr.
MSHS 657	Arthrokinematics and Proprioception – Lower Body	TECH 3838	4 cr.
MSHS 658	Arthrokinematics and Proprioception – Upper Body	TECH 3837	4 cr.
MSHS 659	Sport Chiropractic Case Management	MSHS 657 & 658	4 cr.
MSHS 676	Biomechanics of Sport Injury	MSHS 670	4 cr.
MSHS 690	Practicum		4 cr.
	Total		**24 credit hours**

The student may choose 16 credit hours from any of the elective courses. The Master of Science in SHS degree with a specialization in Chiropractic Sport Science requires 12 credits of core courses, 24 credits from designated required coursework, and the remaining 16 credit hours coming from elective coursework for a total of 52 credits.

Chiropractic Sport Science Student Learning Objectives

1. Explain the theoretical basis for the relationship among the extremities, core and spine and the implications for injury and injury prevention.
2. Perform and interpret patient screening and assessment results related to chiropractic.
3. Design and implement patient management strategies for the extremities, including chiropractic management, rehabilitation, and injury prevention.

Exercise and Sport Science

This specialty track is designed to prepare the student for a career in fields such as cardiac rehabilitation, clinical exercise physiologists, strength and conditioning coaches, health club management, preventive medicine, corporate fitness, and for further study in doctoral programs. Program objectives prepare a student for a variety of demands involved in the evaluation and prescription for preventive and rehabilitation programs.

Students attracted to this program represent a number of backgrounds. These range from recent college and university graduates who majored in physical education, health, recreation, and biology to therapists, nurses, athletic trainers, and paramedics. A number have strong backgrounds in the natural sciences or business where they have been involved in club or corporate fitness programs.

Core Courses

Course	Course Title	Prerequisite(s)	Credit Hours
MSHS 600	Exercise Physiology		4 cr.
MSHS 670	Kinesiology of Sport		4 cr.
MSHS 680	Research Methods		4 cr.
			12 credit hours

Required Courses

Course	Course Title	Prerequisite(s)	Credit Hours
MSHS 602	Cardiorespiratory Exercise Physiology	MSHS 600	4 cr.
MSHS 604	Neuromuscular Exercise Physiology	MSHS 600	4 cr.
MSHS 610	Exercise Electrocardiography		4 cr.
MSHS 612	Exercise Testing & Prescription	MSHS 600	4 cr.
MSHS 622	Nutrition for Fitness and Sport	MSHS 600	4 cr.
MSHS 672	Biomechanics of Sport	MSHS 670	4 cr.
	Total		**24 credit hours**

The student may choose 16 credit hours from any of the elective courses. The Master of Science in SHS degree with a specialization in Exercise and Sport Science requires 12 credits of core courses, 24 credits from designated required coursework, and the remaining 16 credit hours coming from elective coursework for a total of 52 credits.

Exercise and Sport Science Student Learning Objectives

1. Explain the theoretical basis of exercise science utilizing the scientific principles of cardiorespiratory physiology, neuromuscular physiology, nutrition, and biomechanics as they relate to human performance.
2. Perform and Interpret patient/client screening and assessment results.
3. Design and implement exercise prescription plans for healthy and clinical populations.
4. Demonstrate and summarize leadership and counseling strategies for various populations including other medical professionals.

Nutrition and Sport Science

This specialty track is designed to integrate the disciplines of Nutrition and Sport Health Science. The program objective is to prepare the graduate student for a career in Sports Health Science and Nutrition through the practical application of scientific knowledge. Areas of study include research, and coursework in nutrition, biochemistry, exercise physiology and kinesiology.

Core Courses

Course	Course Title	Prerequisite(s)	Credit Hours
MSHS 600	Exercise Physiology		4 cr.
MSHS 670	Kinesiology of Sport		4 cr.
MSHS 680	Research Methods		4 cr.
			12 credit hours

Required Courses

Course	Course Title	Prerequisite(s)	Credit Hours
MSHS 602	Cardiorespiratory Exercise Physiology	MSHS 600	4 cr.
MSHS 612	Exercise Testing & Prescription	MSHS 600	4 cr.
MSHS 622	Nutrition for Fitness and Sport	MSHS 600	4 cr.
MSHS 634	Advanced Exercise Biochemistry	MSHS 622, 680	4 cr.
MSHS 636	Advanced Vitamins and Minerals	MSHS 622, 680	4 cr.
MSHS 638	Advanced Medical Nutrition Therapy	MSHS 634, 636	4 cr.
	Total		**24 credit hours**

The student may choose 16 credit hours from any of the elective courses (xxx). The Master of Science in SHS degree with a specialization in Nutrition and Sport Science requires 12 credits of core courses, 24 credits from designated required coursework, and the remaining 16 credit hours coming from elective coursework for a total of 52 credits.

Nutrition and Sport Science Student Learning Objectives

1. Explain the theoretical basis of nutrition the using the scientific principles of exercise biochemistry and cardiorespiratory physiology as they relate to health and human performance.
2. Perform and interpret patient/client screening and assessment results.
3. Design and implement exercise prescription plans for healthy and clinical populations.
4. Demonstrate and summarize leadership and counseling strategies for various populations including other medical professionals.

Sport Injury Management

This specialty track is designed to help prepare the injury-care provider (e.g. chiropractor) for sport injury management positions at the high school and college level, or in clinical and professional settings. Program objectives prepare students for the prevention, management, evaluation, treatment, and rehabilitation of injuries along with the multiplicity of demands involved with the successful operation of injury-care programs. Students attracted to this specialty have diversified backgrounds including anatomy, physical education, health sciences, and biology.

Core Courses

Course	Course Title	Prerequisite(s)	Credit Hours
MSHS 600	Exercise Physiology		4 cr.
MSHS 670	Kinesiology of Sport		4 cr.
MSHS 680	Research Methods		4 cr.
			12 credit hours

Required Courses

Course	Courses Title	Prerequisite(s)	Credit Hours
MSHS 612	Exercise Testing and Prescription	MSHS 600	4 cr.
MSHS 642	On-Field Emergency Care		2 cr.
MSHS 646	Therapeutic Agents		2 cr.
MSHS 648	Principles of Therapeutic Exercise		4 cr.
MSHS 649	Practices of Therapeutic Exercise	MSHS 648	3 cr.
MSHS 676	Biomechanics of Sport Injury	MSHS 670	4 cr.
MSHS 684-13	Sport Seminar: Kinetic Chain Assessment		2 cr.
MSHS 684-14	Sport Seminar: Functional Rehabilitation of the Kinetic Chain		2 cr.
	Total		**25 credit hours**

The student may choose 15 credit hours from any of the elective courses. The Master of Science in SHS degree with a specialization in Sport Injury Management requires 12 credits of core courses, 25 credits from designated required coursework, and the remaining 15 credit hours coming from elective coursework for a total of 52 credits.

Sport Injury Management Student Learning Objectives

1. Explain the theoretical basis for assessment, prevention, and rehabilitation of injuries.
2. Perform and interpret patient/client screening and assessment results related to sport injury.
3. Design and implement patient management strategies for injury prevention, acute care, and rehabilitation.

Sport Coaching

This specialty track is designed to better prepare students to become coaches that have the knowledge and understanding necessary to obtain optimal performance from their athletes. Program objectives prepare students for scientific coaching by applying the principles of physiology, kinesiology, nutrition, biomechanics, and psychology to the sport or sport skill of interest. Students attracted to this specialty may have a variety of backgrounds, including a strong desire to develop world-class athletic performers. Some of these backgrounds will include physical educators or other club, high school and college level coaches, and anyone else desiring to increase their knowledge of sport and/or their own level of sport performance.

Core Courses

Course	Course Title	Prerequisite(s)	Credit Hours
MSHS 600	Exercise Physiology		4 cr.
MSHS 670	Kinesiology of Sport		4 cr.
MSHS 680	Research Methods		4 cr.
			12 credit hours

Required Courses

Course	Course Title	Prerequisite(s)	Credit Hours
MSHS 622	Nutrition in Fitness and Sport	MSHS 600	4 cr.
MSHS 624	Strength Training and Development		4 cr.
MSHS 628	Ergogenic Aids and Substance Abuse	MSHS 600	4 cr.
MSHS 640	Sport Injury Management		4 cr.
One of the Following*:			
MSHS 672	Biomechanics of Sport	MSHS 670	4 cr.
OR			
MSHS 676	Biomechanics of Sport Injury	MSHS 670	4 cr.
One of the Following*:			
MSHS 602	Cardiorespiratory Exercise Physiology	MSHS 600	4 cr.
OR			
MSHS 604	Neuromuscular Exercise Physiology	MSHS 600	4 cr.
	Total		**24 credit hours**

The student may choose 16 credit hours from any of the elective courses. The Master of Science in SHS degree with a specialty in Sport Coaching requires 12 credits of core courses, 24 credits from designated required coursework, and the remaining 16 credit hours coming from elective coursework for a total of 52 credits.

Sport Coaching Student Learning Objectives

1. Explain the theoretical basis of exercise physiology performance utilizing the scientific principles of cardiorespiratory physiology, neuromuscular physiology, nutrition, and biomechanics as they relate to human performance.
2. Perform and interpret athlete performance screening and assessment results.
3. Design and implement athlete performance plans.

Clinic and Field Experience Programs

A high degree of flexibility in the sport health science curriculum provides meaningful educational and technical preparation. Students are exposed to the current science and issues in injury management, coaching and sport science through classroom instruction complemented by a strong emphasis on practical experience.

It is the objective of Life University to provide its graduate students with high quality educational opportunities that fulfill their needs. The attainment of this objective may depend upon training in a specialized sports discipline, plus an interrelationship of educational content and field/clinical experience.

There are two field/clinical experience programs from which to choose (credit may only be earned for one of the following experiences):

Practicum – students can earn up to 12 credit hours, which may extend up to three or four quarters with credit earned each quarter.

Internship – the student enrolls in 12 credit hours, which are earned in one quarter.

Practicum Requirements and Policies

1. The student must obtain approval from their academic advisor and supervising professor at least one quarter prior to registration and complete all required paperwork.

2. The student must complete one quarter's course work (12 credit hours) prior to registering for the practicum experience.

3. The student must have a minimum cumulative GPA of 3.00 to be allowed to register for an off-campus practicum experience.

4. The student must complete a practicum proposal prior to registration.

5. Grading for practicum is Pass/Fail to better reflect the practical nature of these courses.

The clinic/field experience hours are equated based on 30 contact hours equals one-quarter hour of credit (i.e., 12-quarter hours of credit for an internship requires the student to complete 360 contact hours during the internship experience).

Internship Requirements and Policies

1. The student must obtain approval from their academic advisor and supervising professor at least one quarter prior to registration and complete all required paperwork.

2. The student must complete all required course work for their area of specialization prior to registering for an internship.

3. The student must have a minimum GPA of 3.00 to register for an internship.

4. The student must complete internship contract prior to registration.

5. Grading for internships is Pass/Fail to better reflect the practical nature of these courses.

Course Descriptions

MSHS 541 Physiological Therapeutics — Adjunct Procedures (3-2-4)

This course is designed for those who will be utilizing physiological therapeutic modalities to augment their treatment and care programs. Instruction on the use of various electrotherapy, acoustical, and mechanical devices, as well as safe and effective treatment procedures are covered. (Note: only three (3) credits will transfer to DC Program)

MSHS 543 Physiological Therapeutics — Rehabilitative Procedures (3-2-4)

This course is designed for the student who will be utilizing rehabilitative procedures in conjunction with various modalities to augment their treatment and care programs. Instruction on therapeutic/rehabilitative exercises and treatment protocols are covered. Also included are discussions on the use of thermotherapies and soft tissue work in conjunction with exercise.
(Note: only three (3) credits will transfer to DC Program)

MSHS 600 Exercise Physiology (4-0-4)

This course offers the study of the physiological responses and adaptations to exercise in terms of how they relate to human performance limitations, training effects, and health-related benefits. Emphasis will be given to a study of the components of physical fitness. Exercise metabolism and nutrition will be covered.

MSHS 602 Cardiorespiratory Exercise Physiology (4-0-4)
Prerequisite: MSHS 600

This course offers the study of the responses of the cardiorespiratory system to physical activity, as well as the adaptations to exercise training. Topics covered include energy expenditure, oxygen consumption, cardiovascular responses (acute and chronic) to training, physiological control mechanisms, and physiological changes due to diseased states and various environmental conditions.

MSHS 604 Neuromuscular Exercise Physiology (4-0-4)
Prerequisite: MSHS 600

This course will examine the relationship between neuromuscular structure and function with an emphasis on understanding the acute responses and chronic adaptations of skeletal muscle to exercise and training. Topics discussed include the biochemical and morphological characteristics of skeletal muscle fibers, neural regulation, and bioenergetics of muscular contraction and fatigue, and muscle plasticity as related to development, growth, and adaptation.

MSHS 605 Evaluation Fundamentals (2-0-2)

This course provides the student with an introduction to the injury evaluation principles of patient care. Topics include: patient interviewing and history taking, medical documentation, monitoring vital signs, positioning, transfers, the use of assistive equipment for ADL activities, gait instruction, and wheelchair prescription and training. Students will also be introduced to goniometry, manual muscle testing, reflex testing and sensory testing.

MSHS 610 Exercise Electrocardiography (EKG) (3-2-4)

This course offers the study of the electrical activity of the heart and its mechanical function with emphasis on arrhythmia and 12-lead interpretation. Topics discussed include cardiovascular structure and function, EKG interpretation, stress testing protocols and ergometry used in the clinical setting, and interpretation of EKG/GXT data in various patient populations.

MSHS 612 Exercise Testing & Prescription (3-2-4)
Prerequisite: MSHS 600

This course offers the study of the fundamental principles of exercise testing and prescription for healthy and diseased states. Ergometry commonly employed in human performance labs, clinical settings and health clubs will be evaluated. Topics discussed include medical screening, strength testing, power and flexibility, anaerobic and aerobic fitness assessment, body composition, exercise prescription, and metabolic calculations.

MSHS 622 Nutrition for Fitness and Sport (4-0-4)
Prerequisite: MSHS 600

The course examines the nutritional requirements of fitness enthusiasts and athletes in relation to metabolism during exercise and recovery. The relationship of exercise and diet to health and disease is examined also.

MSHS 624 Strength Training and Development (4-0-4)

This course examines the design and implementation of various types of resistance training programs, the underlying neuromuscular and physiological basis for various types of resistance training exercises, and the acute responses and chronic adaptations to resistance training exercise.

MSHS 628 Ergogenic Aids and Substance Abuse (4-0-4)
Prerequisite: MSHS 600

This course offers the examination of the pharmacological and nutritional agents used by athletes in order to enhance muscular development and exercise performance. Commonly abused, recreational drugs and their effects on athletic performance will be discussed.

MSHS 632 Exercise and Aging (4-0-4)
Prerequisite: MSHS 600

This course examines the effects of aging and exercise on the fitness and health of aging individuals. Topics discussed include theories of aging, the interaction of aging and disease processes, and the effects of aging and exercise on body composition, cardiorespiratory function, muscular strength and endurance, and motor and cognitive function.

MSHS 634 Advanced Exercise Biochemistry (4-0-4)
Prerequisites: MSHS 622 and MSHS 680

This course is designed to provide a comprehensive overview of exercise biochemistry. Reading and discussion of current topics in exercise biochemistry related to control mechanisms, methods used in research to assess biochemical adaptations, mechanisms regulating carbohydrate, lipid and protein metabolism; adaptations with exercise training; influence of acute and chronic exercise on energy metabolism, insulin signaling & action; skeletal muscle lactate utilization and transporters, and the relationship between metabolism and fatigue.

MSHS 636: Advanced Vitamins & Minerals (4-0-4)
Prerequisites: MSHS 622 and MSHS 680

This course offers the study of advanced functional, biochemical, and metabolic properties of vitamins and minerals are discussed, especially in context of athletic performance and chronic disease prevention. This course will also expose students to concepts and methods of epidemiology, focusing on epidemiologic research studies.

MSHS 638: Advanced Medical Nutrition Therapy (4-0-4)
Prerequisites: MSHS 634 and MSHS 636

This course offers the study of the major new developments in the field of advanced medical nutrition therapy. Several medical topics will be covered during the length of the quarter.

MSHS 640 Sport Injury Management (4-0-4)

This course offers the study of the prevention, evaluation, treatment, and rehabilitation of athletic injury.

MSHS 641 Athletic Injury Care (3-2-4)

Students continue to learn about the athletic training profession. They are taught basic principles in the prevention, evaluation and care of athletic injuries. Students also learn basic taping and wrapping; and CPR/AED for the professional rescuer.

MSHS 642 On-Field Emergency Care (2-0-2)

This course offers the comprehensive study of the assessment and management of traumas and medical emergencies that occur in sports. The course focuses on the life-threatening conditions that occur to the head, neck, chest, abdomen, and spinal cord. Physiological, environmental, and physical processes that lead to these life-threatening injuries are examined.

MSHS 646 Therapeutic Agents (3-2-4)

This course offers the study of selected physical agents commonly used in athletic training. Topics include hydrotherapy, massage, thermotherapy, cryotherapy, and traction.

MSHS 647 Therapeutic Exercise Lab for Athletic Training (0-2-1)

The purpose of this course is to provide an application of exercises and techniques based on current evidence. Skills taught in this course will include range of motion, flexibility, strength, balance, proprioception, aerobic exercise, aquatic exercise, manual therapy and others.

MSHS 648 Principles in Therapeutic Exercise (4-0-4)

The study of the basic principles and techniques used to rehabilitate joints, muscles, and other soft tissue conditions. This course is required in the special interest curricula and athletic training.

MSHS 649 Practices of Therapeutic Exercise (2-2-3)
Prerequisites: MSHS 648

This course provides practical experience in the development and application of exercise programs for musculoskeletal conditions utilizing manual exercise, gymball (Swiss ball), free weights, calisthenics and theraband. The practical experiences and application are based on the theoretical principles covered in MSHS 648.

MSHS 650 Injury Assessment: Lower Extremity (3-2-4)

This course presents the systematic evaluation of exercise-induced injuries to the lower body including the hip and groin. Prevention and management of these injuries are also considered.

MSHS 652 Injury Assessment: Upper Extremity (3-2-4)

This course presents the systematic evaluation of exercise-induced injuries to the upper body including the head, neck, and low back. Prevention and management of these injuries are also considered.

MSHS 654 Administration in Healthcare (4-0-4)

This course offers the study of the organization and administration of an athletic training program. Areas of consideration include, but are not limited to, policies and procedures, budgeting, ordering, record keeping, legal considerations, and facility development.

MSHS 655 Professional Development in Athletic Training (3-0-3)

This course is for athletic training students to engage in advanced study and discussion of specialized topics and contemporary issues related to the field of athletic training. Emphasis is placed on professional development and employment issues.

MSHS 656 Sport Psychology (4-0-4)

This course will examine psychological theories and techniques applied to sport to enhance the performance and personal growth of athletes, coaches and others. Emphasis is given to understanding personality, motivation, confidence, discipline, imagery use, psyching techniques, relaxation training, anxiety and choking, attention and concentration, the psychology of injury and rehabilitation, and clinical issues common in athletics.

MSHS 657 Arthrokinematics and Proprioception of the Lower Body (3-2-4)
Prerequisites: TECH 3838

The study of lower extremity joint function that is not produced by the action of voluntary muscles. Advanced techniques of extremity adjusting, as an adjunct to spinal adjusting, are studied.

MSHS 658 Arthrokinematics and Proprioception of the Upper Body (3-2-4)
Prerequisites: TECH 3837

This course offers the study of upper extremity joint function that is not produced by the action of voluntary muscles. Advanced techniques of extremity adjusting, as an adjunct to spinal adjusting, are studied.

MSHS 659 Sport Chiropractic Case Study (4-0-4)
Prerequisites: MSHS 657 & 658

This course offers the study of a systematic process of developing of case management skills as it pertains to sport injury. The course focuses on the more common athletic injuries seen in the clinical and on field settings. The student learns how to diagnose, rehabilitate and adjust such injuries.

MSHS 660 Sport Management (4-0-4)

This course offers the study of the organization and administration of athletic programs. Areas of consideration include, but are not limited to, policies and procedures, intercollegiate and youth sports, budgeting, marketing, event planning and legal issues.

MSHS 661.1 Clinical Education I) (0-2-1)

Students are introduced to the profession of athletic training and the athletic training education program. Students will learn basic taping and wrapping; modalities, wound care, splinting, environmental and other basic skills. They will also be assigned to clinical education rotations under the direct supervision of a preceptor.

MSHS 661.12 Clinical Education II (0-2-1)

The student will develop advanced taping, wrapping, bracing, fitting sports equipment. They will also be assigned to clinical education rotations under the direct supervision of a preceptor.

MSHS 661.13 Clinical Education III (0-2-1)

Students will be assessed on psychomotor skills learned from the previous quarter – lower extremity and therapeutic modalities. They will also be assigned to clinical education rotations under the direct supervision of a preceptor.

MSHS 661.14 Clinical Education IV (0-2-1)

Students will be assessed on psychomotor skills learned from the previous quarters – upper extremity and therapeutic modalities. They will also be assigned to clinical education rotations under the direct supervision of a preceptor.

MSHS 661.15 Clinical Education V (0-2-1)

Students will be assessed on psychomotor skills learned from the previous quarters-posture, body composition, and therapeutic exercise. They will be assigned to a clinical education rotation under the direct supervision of a clinical preceptor.

MSHS 661.16 Clinical Education VI (0-2-1)

Students will be assessed on psychomotor skills learned from the previous quarters-spine, head/neck, and strength training. They will be assigned to a clinical education rotation under the direct supervision of a clinical preceptor.

MSHS 661.17 Clinical Education VII (0-2-1)

Students will be assessed on psychomotor skills learned from the previous quarters- clinical conditions, and thorax/abdomen. They will be assigned to a clinical education rotations under the direct supervision of a clinical preceptor.

MSHS 661.18 Clinical Education VIII (0-2-1)

Students will be assessed on psychomotor skills learned from all previous quarters and practice for the national BOC exam. They will be assigned to a clinical education rotations under the direct supervision of a clinical preceptor.

MSHS 664 Clinical Education IV (2-0-2)

Students will be assessed on psychomotor skills learned from the previous quarters – posture, body composition, therapeutic exercise and strength training. They will also be assigned to clinical education rotations under the direct supervision of a preceptor. Students must complete a minimum of 350 clinical education hours.

MSHS 665 Clinical Education V (2-0-2)

Students will be assessed on psychomotor skills learned from the previous quarters – clinical conditions, spine, head/neck and thorax/abdomen. They will also be assigned to clinical education rotations under the direct supervision of a preceptor. Students must complete a minimum of 200 clinical education hours.

MSHS 667 Clinical Conditions (4-0-4)

This course covers the evaluation and prevention of the most common clinical conditions. This course will also cover medications commonly encountered in the practice of physical medicine. It will include categories of medications, generic and trade names of common medications, the use, effects and precautions of common medications, as well as their interactions and pharmacokinetic principles.

MSHS 670 Kinesiology of Sport (4-0-4)

This course offers the study of anatomical and kinesiological principles applied to the qualitative analysis of human motion in sports skills. Topics include movement terminology, muscle mechanics and function, levers, and an introduction to kinematics and kinetics of human motion.

MSHS 672 Biomechanics of Sport (4-0-4)
Prerequisite: MSHS 670

This course offers the study of mechanical principles applied to the analysis of sports movements. Topics include in-depth study of muscular mechanics, kinematics, kinetics, and modeling of human movement.

MSHS 674 Biomechanics of Sport Techniques (4-0-4)
Prerequisite: MSHS 670

This course offers the study of numerous sports and sport activities from a biomechanical perspective. The course will concentrate on the application of the laws of motion to individual and team sports.

MSHS 676 Biomechanics of Sport Injury (4-0-4)
Prerequisite: MSHS 670

This course is designed to introduce students to the force-motion relationships within the musculoskeletal system and the various techniques used to understand these relationships. Topics include the biomechanics of major joints, tissues, and structures of the musculoskeletal system such as bone, cartilage, tendon, ligament, nerve, and muscle. The student will utilize the concepts learned to investigate the injuries in specific sports.

MSHS 678 Biomechanics Instrumentation (1-2-2)
Prerequisite: MSHS 672

The study of laboratory utilization of the equipment, research techniques, and test devices in measuring biomechanical parameters of human performance.

MSHS 680 Research Methods (4-0-4)

This course is designed to introduce students to the research process in exercise science, which includes problem solving, methods development, and ethical issues in research. Students will acquire the skills necessary to write the first three chapters of a thesis. An introduction to statistical concepts, selected statistical measures, and computer skills are covered.

MSHS 682 Design and Analysis (4-0-4)
Prerequisite: MSHS 680

This course is designed to equip the graduate student with the skills needed to conduct research, analyze, and interpret experimental data in sport health science. Commonly used research methods and designs are discussed. Frequently employed descriptive, correlational, inferential (univariate and multivariate), and nonparametric statistical techniques are covered. Use of computer programs for each statistical technique is included.

MSHS 684-11 Sport Seminar: Manual Muscle Testing (2-0-2)

This course is designed to offer the student an integrated background into Manual Muscle Testing as it relates to evaluation of athletic injury

MSHS 684-12 Sport Seminar: Taping and Bracing (2-0-2)

This course is designed to offer the student an integrated background into Taping and Bracing as it

applies to the injury care program.

MSHS 684-13 Sport Seminar: Kinetic Chain Assessment (1-2-2)

This course offers the study of the integrated nature of the kinetic chain with respect to assessment of deviation from normal structure and function and the resulting potential for injury and impaired physical performance.

MSHS 684-14 Sport Seminar: Functional Rehabilitation of the Kinetic Chain (1-2-2)

This course offers the study of the application of rehabilitation techniques in an integrated fashion in the treatment of kinetic chain dysfunction that may adversely affect the potential for injury and impaired physical performance.

MSHS 684-15 Sport Seminar: Neuromechanics of Sport (2-0-2)

This course investigates and discusses the field of neuromechanics and its implications in human performance.

MSHS 686 Individual Study (1-8 cr. hrs.)

This course provides the student an opportunity to conduct a research project, write a scientific paper, and prepare teaching and resource manuals in a specific area of interest under the direction of a faculty member. A proposal MUST be completed prior to registration with the approval of the academic advisor.

MSHS 688 Current Topics in Sport Health Science (4-0-4)

This course examines various topics related to current science and issues regarding athletic performance, fitness, and health.

MSHS 690 Practicum (1-12 cr. hrs.)

This course is a supervised practical experience on the campus of Life University and in the local community. A detailed proposal form must be completed one quarter prior to registration with the approval of the academic advisor and supervising professor.

MSHS 692 Internship (12-0-12)

This course is a supervised practical experience at a site of the student's choosing. A detailed proposal/contract must be completed one quarter prior to registration with the approval of the academic advisor and supervising professor.

MSHS 698 Thesis (12-0-12)

The formal publication of a research thesis is accomplished under the direct supervision of a graduate faculty member.

MSHS 699 Written Comprehensive Exam (0-0-0)

Each non-thesis candidate is required to take a written comprehensive examination as one component toward advancement to candidacy. To be eligible to take the examination, the student must file an application with the Sport Health Science Department that has been approved by the student's advisor and the department head of the program. Application for the comprehensive exams must be completed and filed with the SHS Department the quarter prior to completion of exam after the student has completed all core and required courses with a minimum cumulative GPA of 3.0 and all required application materials on file.

Administration and Faculty

Life University Administration

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Leslie King, M.Ed., D.C. *Associate Dean, College of Chiropractic*

Josephine Kershaw, MBA, Ph.D. *Dean, College of Graduate & Undergraduate Studies*

Michael Smith, M.S., Ph.D. *Associate Dean of Undergraduate Studies & Student Engagement*

Tiffany Smith, M.S. *Registrar*

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