

Healing Evolved

EXCELLENCE IN HEALTHCARE THROUGH EXCELLENCE IN HEALTHCARE EDUCATION



ACADEMIC CATALOG
2014/2016



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Introduction to Southern California University of Health Sciences (SCU)

SCU History

A horseless carriage – one of the few – “sped” down mud and brick roads. A pioneer fervor dominated the thinking of progressive civic leaders. Los Angeles, “The City of the Angels”, was a bustling city of 319,000 inhabitants.

Movies were still in their infancy...still silent. In this milieu, Dr. Charles Cale and his wife, Linnie, committed themselves to disseminate the knowledge of a little known, yet ancient, healing art – chiropractic. Dr. Cale sought to formalize the training of chiropractic physicians.

By 1911, when moderate chiropractic was only 16 years into its history, Dr. Cale applied for and received a charter for Los Angeles College of Chiropractic (LACC). The Cale’s began the first classes in their home; a nine-month course of study that included anatomy, chiropractic principles and technique.

Eleven years later, the College moved to larger and more modern facilities. The curriculum covered 18 months of study. During this period, it absorbed the Eclectic College of Chiropractic, a progressive, yet fledgling, school with a five-year history.

The Chiropractic Initiative Act of 1922 established legal requirements for chiropractic education, California licensure guidelines and the first Board of Chiropractic Examiners. All of this served as the catalyst for enhanced academic programs and accelerated growth at LACC.

The next 28 years were marked with continued curricular improvements and material expansion. During that time, LACC acquired many institutions, including Golden State College of Chiropractic; Dr. Cale’s second school, Cale Chiropractic College; College of Chiropractic Physicians and Surgeons; Southern California College of Chiropractic; Hollywood College of Chiropractic; California College of Chiropractic and the California College of Natural Healing Arts. The course of study was extended to 32 months.

In the late 1940s, a nonprofit corporation, the California Chiropractic Educational Foundation (CCEF) was organized. It acquired several colleges, including LACC. As a holding company, CCEF created a new chiropractic college and retained the name Los Angeles College of Chiropractic. By 1950, the course of study had expanded to four years and the College moved to Glendale, California, consolidating its basic science subjects and chiropractic sciences into one comprehensive curriculum taught in one modern facility. In the late 1970s, the Board of Regents moved the institution in a bold, new direction. Determined to assure the stability of a progressive chiropractic college, it sought professional educational administrators to develop academic planning, facility usage and economic independence. In three years, the Board had succeeded in creating one of the most responsive and responsible institutions in chiropractic education.

In November of 1981, LACC realized a dream-come-true when it purchased a new 38-acre campus in Whittier, California. The site provided room to expand and make way for increased enrollment, expanded curriculum and the development of health care services to the surrounding community. The addition of the innovative and progressive ADVANTAGE Program in September of 1990 placed LACC at the forefront of chiropractic education.

In this same decade, LACC became the first and only chiropractic program to obtain accreditation from the Western Association of Schools and Colleges (WASC) and was one of the first chiropractic institutions to obtain federal grant money for research. The end of the twentieth century brought a major change to what had been LACC for the past 89 years. The College of Acupuncture and Oriental Medicine (CAOM) was added and the Southern California University of Health Sciences (SCU) was created to house both LACC and CAOM. This marked a turning point from an institution offering a single program to a multi-program university with plans of offering additional programs in what society has labeled alternative health sciences.

In 2005, CAOM became the first AOM facility accredited by both WASC and the Accreditation Commission for Acupuncture and Oriental Medicine (ACAOM), but the story of this college does not end here.

In 2014, the Board of Regents approved SCU's initiative to rename the College of Acupuncture and Oriental Medicine to the College of Eastern Medicine (CEM). After much research, SCU knew that by renaming CAOM to the College of Eastern Medicine, the university would be staying consistent with the growing sensitivities within the Acupuncture profession. What's more, is by giving the college a name that welcomes a broader spectrum of educational opportunities, SCU could pave the way for the development of new degree programs within the college. The college of Acupuncture and Oriental Medicine has since been renamed the College of Eastern Medicine.

That was not the only change to occur on SCU's campus in 2014. Not only did the Board of Regents approve SCU's initiative to rename CAOM, it also approved the initiative to establish a brand new college called the College of Science and Integrative Health (CSIH). CSIH was created to facilitate further learning within the integrative healthcare field, as well as to act as the university's breeding ground for new program development.

The very first new program to be housed within CSIH was SCU's Bachelor's Completion Program in Biological Sciences. In spring of 2014, WASC granted SCU full approval for this new degree program, noting that this was not just a substantive change to the university, but a structural change, as well. This was the first undergraduate degree program ever offered in the history of SCU and the development of this program marked the moment in time when SCU moved away from a dual focused university (DC and AOM) and moved towards a more comprehensive university.

As the new millennium proceeds and LACC celebrates over 100 years of rich history, SCU stands as a leader within the healthcare field, consistently working to cultivate an environment of evidence based, interprofessional education and practice. Armed with an evidence-based education and led by scholarly faculty, SCU will continue to be this century's standard-bearer of knowledge and training for practitioners of the healing arts.

SCUs Guiding Principles

The Southern California University of Health Sciences is guided by a clear vision to be the premier educational institution for integrative healthcare in the United States. The university has formulated a Strategic Plan designed to achieve this vision and ensure quality and excellence for Los Angeles College of Chiropractic (LACC), College of Eastern Medicine (CEM), and the College of Science and Integrative Health (CSIH).

SCU Vision

Southern California University of Health Sciences will be recognized as the premier evidence-based integrative healthcare university.

SCU Mission

Our mission is to educate students as competent, caring and successful integrative healthcare practitioners. The University is committed to providing excellence in academics, scholarship, service, and leadership through the Los Angeles College of Chiropractic, the College of Eastern Medicine, College of Science and Integrative Health, and the SCU Health System.

SCU Core Values (Five Steps to Success)

Excellence

We strive to be the best in everything we do.

Leadership

We develop leaders to be thoughtful and compassionate individuals who influence their professions and the communities they serve.

Integrity

We value treating each other with respect, dignity, and integrity and being truthful, fair and accountable at all times.

Learning Effectiveness

We value providing a learning environment conducive and supportive of quality instruction, innovation, critical thinking and effective communication that encourages life-long professional development.

Evidence-based / Outcomes Focused

We value a culture of inquiry, assessment, research, and scholarship.

Diversity

We embrace a diversity of ideas, beliefs, and cultures by providing a campus that is supportive, safe, and welcoming.

The SCU Position

Integrative healthcare incorporates science and art utilizing the inherent recuperative abilities of the body in the restoration and maintenance of health. The science and art of chiropractic and acupuncture/Chinese medicine spring from a philosophy that is evidence-based, health-oriented and patient-centered. The practitioner trained at Los Angeles College of Chiropractic and College of Eastern Medicine shall be a primary healthcare provider, proficient in diagnosis, able to identify and effectively treat disorders responsive to chiropractic and acupuncture/Chinese medicine procedures, respectively, and shall be competent to refer to other healthcare providers those conditions not considered appropriate

for alternative healthcare. Further, the SCU graduate shall be prepared to function in an expanding and changing world as a private practitioner as well as a member of a team of healthcare providers – serving in a variety of settings.

Integrative healthcare, as taught at SCU, is a major component within the health care delivery system which is available to consumers in the United States – as well as throughout the world. The SCU graduate shall be prepared to work on behalf of the continuous expansion and improvement of procedures utilized by alternative and integrative healthcare. Integrative healthcare is a major contributor to the health enhancement and preventive health care processes required by a society interested in the concepts of wellness. Integrative healthcare is a cooperative and complimentary segment of a broad spectrum of health care systems utilized by the complex society in which we live. SCU graduates have an inherent professional responsibility for the further development of scientific knowledge to assist individuals in achieving and maintaining healthful living.

The SCU Philosophy of Health

Southern California University of Health Sciences (SCU) has developed a distinct view of health and a unique approach to healthcare. The University is committed to thinking of health in terms of human potential. In his book, *Health: The Foundations of Achievement*, Dr. David Seedhouse wrote:

“A person’s optimum state of health is equivalent to the state of the set of conditions which fulfill or enable a person to work or fulfill his or her realistic chosen and biological potentials. Some of these conditions are of the highest importance for all people. Others are variable, dependent upon individual abilities and circumstances.”

There are several interrelated principles in this philosophy of health. The first is that health is the natural state of the individual and departure from this state represents a failure of the individual to adapt to the internal and external environment, or the result of an adverse adaptation. The innate tendency of the body is to restore and maintain health, and this is accomplished by compensating homeostatic mechanisms, reparative processes and adaptive responses to genetic and acquired limitations.

A second major principle is that health is an expression of biological, psychological, social and spiritual factors, and that disease and illness are multi-causal. This is a philosophy of holistic health that takes all of these factors into consideration.

A third principle is that optimal health is unique for any single individual. Related to this is the notion of the responsibility of the individual for his or her health. Since the practitioner is primarily a facilitator, a major aspect of care is patient education and compliance. Health is seen as a result of a cooperative venture by the patient and the practitioner. The alternative and integrative healthcare view therefore reflects a belief in healthful living (good nutrition, constructive exercise, stress management, good posture, etc.) both for the individual and the community.

The SCU Philosophy of Healthcare

From this philosophy of health, the University has derived a distinctive approach to the management of healthcare. To understand this approach, it is necessary to distinguish between the concepts of disease, illness and health. For the most part, the concept of disease has been utilized to describe a disordered biology. The subjective experience of this, and the behavior of the individual with the disease, has been described as the illness. To this extent, illness draws attention to the sick role the individual plays. That role is shaped by its social and cultural context.

A second distinction must be made between health and disease. Historically within our culture, health has come to mean the absence of disease. Furthermore, we describe the treatment of disease as the healthcare system. There has been an increasing recognition that health means much more than the mere absence of disease and that the healthcare system has been, fundamentally, a system for treating illness and disease.

At SCU, integrative healthcare practitioners are primary care providers focused on health rather than disease alone. This involves a whole range of activities aimed at overall health of the individual, as well as assisting to alleviate specific problems presented. For the most part, this involves identification of illness behavior, restorative care, health promotion and health enhancement through lifestyle counseling and behavior modification.

The integrative healthcare disciplines taught at SCU share a philosophy of healthcare that intends to optimize a patient's physical, mental and social well-being both structurally and functionally. This is accomplished by focusing on the body as a whole. For the most part, integrative healthcare utilizes a wide range of natural and conservative therapies. Care is directed toward the restoration and enhancement of health primarily influencing the all systems of the body.

Furthermore, integrative healthcare has created an encounter that stresses cooperation between the patient and practitioner that places an emphasis on educating the patient with regard to his/her health. This is health-oriented, patient-centered care that is directed toward prevention and health promotion. In contemporary literature, such a healer has been identified as a wellness practitioner.

Through its educational programs, SCU hopes to impart tomorrow's alternative healthcare practitioners with a sense of responsibility and leadership that will carry on for generations to follow.

Scholarship and Research at SCU

Information on current scholarly activity can be found in the annual Southern California University of Health Sciences Institutional Effectiveness Plan and Annual Fact Book.

SCU espouses the Boyer (1990) model of scholarship consisting of four broad categories into which faculty scholarship might fall. These areas are the scholarship of discovery, integration, application, and teaching.

Scholarship of Discovery

The scholarship of discovery is defined as the development of new knowledge through original research or traditional scholarly activity. The discovery of new knowledge is a critically important aspect of healthcare scholarship. Areas of investigation include mechanistic research in the basic sciences, clinical research, health services research and educational research.

Scholarship of Integration

The scholarship of integration is defined as a serious disciplined inquiry that involves creative synthesis of analysis of original research and seeks to draw together connections across disciplines and interpret and develop new insights on scholarship of discovery.

The goal of this type of research is to evaluate a body of evidence and place its meaning into perspective. As the body of literature expands, this type of scholarship will provide a valuable contribution to discern the value and potential of research findings from studies that may, for the most part, be performed in the discovery arena. This type of research will also provide a definitive assessment about the current state of knowledge on the usefulness of specific clinical intervention. Some of the designs of this type of

research include literature reviews, meta-analyses of the literature, development of evidence-based practice guidelines and position papers in peer-reviewed journals.

Scholarship of Application

The scholarship of application is defined as the application of knowledge developed through the scholarship of discovery and/or integration for the purpose of building bridges between theory and practice. This type of scholarship would take the theoretical aspects of healthcare and incorporate them into the curriculum, practice models and professional practice. Examples of this type of research include publication of case reports in peer-reviewed journals, development of curricula that incorporates the theoretical aspects of health-care into practice models, and the incorporation of role models in evidence-based care in both teaching and clinical practice.

Scholarship of Teaching

The scholarship of teaching is defined as a dynamic endeavor that transforms and extends knowledge by providing coherence, meaning and representation in creative ways that encourage students to be critical thinkers and stimulates faculty into disciplined inquiry about how students learn. Examples of this would include classroom research and publishing peer-reviewed print and non-print instructional materials.

Mission of the Los Angeles College of Chiropractic:

Educate and train doctors of chiropractic in evidence-based practice with an emphasis on neuromusculoskeletal and wellness healthcare

Develop competent, professional and ethical doctors of chiropractic who embrace lifelong learning, provide compassionate care for their patients, and support and promote their profession

Uniquely provide diverse educational experiences with measurable learning outcomes

Contribute to the financial stability of the university

Actively provide service to the university, community, and profession

Train the most skilled graduates in the chiropractic manual arts

Encourage and produce exemplary research and scholarly activity

Mission and Goals of the College of Eastern Medicine

Provide students with a quality education in Acupuncture and Oriental Medicine, emphasizing health promotion and integrative healthcare.

Goals:

- Provide outstanding education in Acupuncture and Oriental Medicine.
- Train students to become knowledgeable, competent, conscientious, and committed healthcare providers emphasizing holistic and integrative approaches.
- Promote and encourage Acupuncture and Oriental Medicine research activities among faculty and students.
- Foster evidence-based practices and life-long learning skills.

President's Message

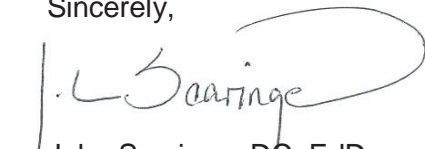
We appreciate your interest and consider it a privilege to participate in fulfilling your educational goals. As President, I have the privilege of serving the university and leading the academic mission of one of the richest learning environments of alternative and integrative healthcare on any campus in the nation. It is a responsibility that I accept with great pride and humility.

I'm proud to say that SCU offers outstanding graduate education in the healing arts through the Los Angeles College of Chiropractic, College of Eastern Medicine, and the College of Science and Integrative Health. The academic programs are backed by excellent and dedicated faculty, an outstanding learning resource network, and a strong academic support system. In addition to the Doctor of Chiropractic, the Doctor of Acupuncture and Chinese Medicine, the Masters of Acupuncture and Oriental Medicine, Integrative Science, Ayurveda, and Massage Therapy programs, our postgraduate residency programs in chiropractic sports medicine, spine care, and diagnostic imaging are second to none.

Since 1911, we have been dedicated to the highest levels of patient care and have gained a reputation for excellence in science-based education. We provide students with the knowledge, skills, and attitudes to meet the many challenges of the changing healthcare environment. We welcome you to this historically rich community of scholars and wish you the best in achieving your educational and professional goals.

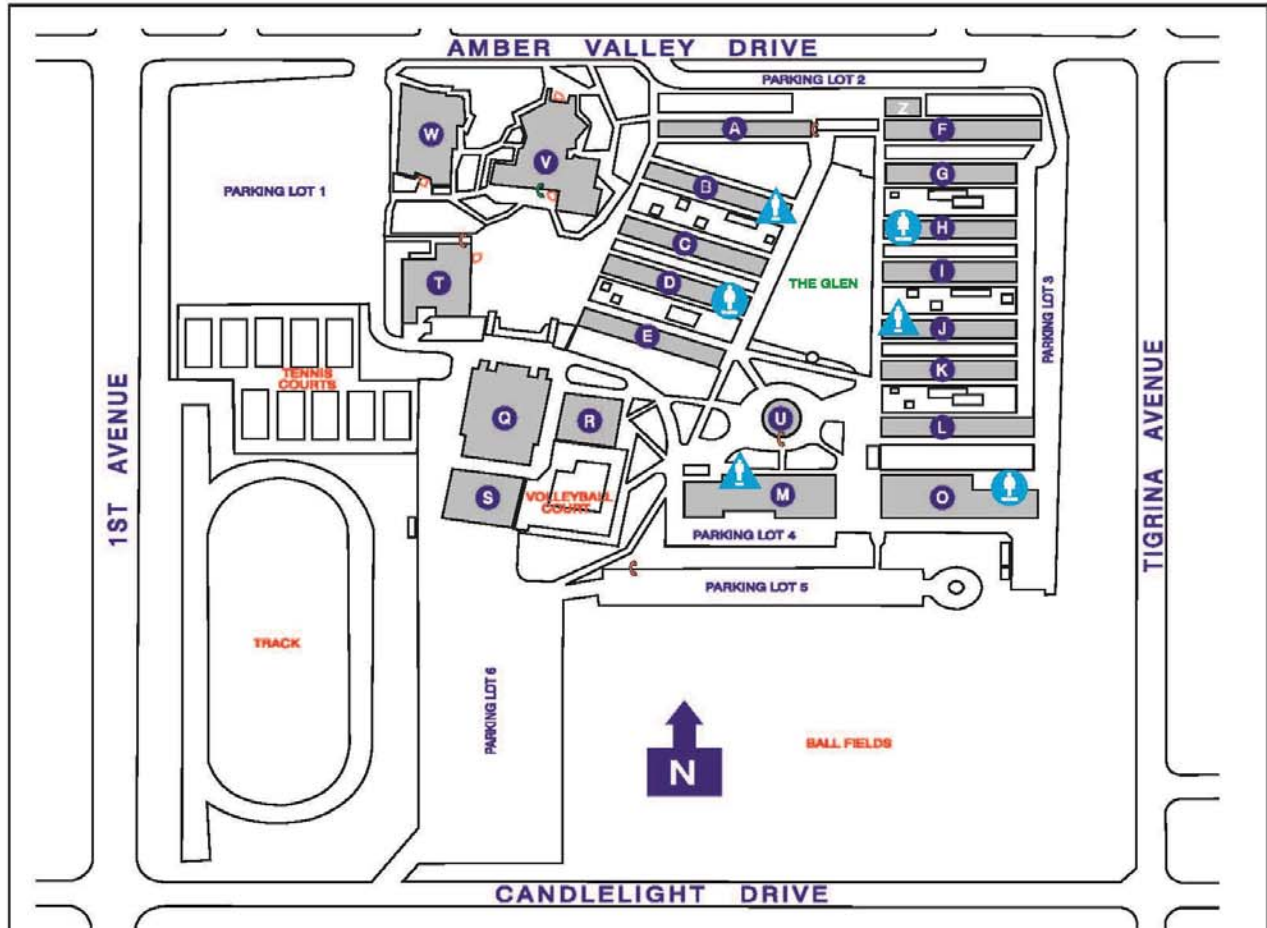
Again, welcome! I encourage you to learn more about how SCU can contribute to your success as a healthcare practitioner.

Sincerely,



John Scaringe, DC, EdD
President/CEO





- | | | | | | | | |
|--|---|--|--|--|---|--|---|
| | EMERGENCY PHONE | | PAY PHONE | | MENS RESTROOM | | WOMENS RESTROOM |
| | ADMINISTRATION
ACADEMIC AFFAIRS
ALUMNI AFFAIRS
INSTITUTIONAL ADVANCEMENT
OFFICE OF SUPPORTED
& INSTITUTIONAL ADVANCEMENT
COMMUNICATION &
BRAND MANAGEMENT
BOARD CONFERENCE ROOM | | ONESTOP ENROLLMENT SERVICES
• ADMISSIONS
• REGISTRAR
• FINANCIAL AID
• STUDENT ACCOUNTS | | ADMINISTRATIVE SERVICES
• INFORMATION TECHNOLOGY
• HUMAN RESOURCES
• CAMPUS INFORMATION & SERVICES
ACCOUNTING
• PAYROLL
AUXILIARY SERVICES
MAIL CENTER | | PHYSIOTHERAPY LAB |
| | SPORTS RESIDENCY OFFICES
EMPLOYEE LOUNGE
HISTOLOGY
PHYSIOLOGY | | COLLEGE OF EASTERN MEDICINE (CEM)
• DEAN'S OFFICE
• CAOM FACULTY OFFICES
COLLEGE OF SCIENCE AND
INTEGRATIVE HEALTH (CSIH)
CAMPUS SAFETY | | CLASSROOMS
G-LOUNGE | | DIAGNOSTIC IMAGING |
| | DIAGNOSIS LAB | | CHIROPRACTIC PROCEDURES LAB | | LOS ANGELES COLLEGE
OF CHIROPRACTIC (LACC)
• DEAN'S OFFICE
• PRECEPTOR OFFICE
• CENTRAL BILLING | | MICROBIOLOGY LAB
BIOCHEMISTRY LAB
LACC FACULTY OFFICES |
| | ANATOMY LAB
MULTIPURPOSE ROOM
MASSAGE THERAPY CLASSROOM
AYURVEDIC CLASSROOM | | LECTURE HALLS | | GYM
WEIGHT ROOM | | CHESNEY STUDENT CENTER
• COMPUTER KIOSKS
• GAMING CENTER
• STUDY AREAS
STUDENT AFFAIRS
SCU CAFE |
| | FACILITIES
SHIPPING/RECEIVING | | SPORTS MEDICINE
HUMAN PERFORMANCE CENTER | | STANDARD PROCESS PAVILION
• CAMPUS STORE
• STUDY AREA | | SEABURY LEARNING RESOURCE CENTER
• LIBRARY RESOURCES
• COMPUTER LAB
• STUDY AREAS
• ACADEMIC SUPPORT
LEGACY HALL |
| | UNIVERSITY HEALTH CENTER | | CONFERENCE ROOM | | | | |

Campus Contacts

- ACADEMIC SUPPORT OFFICE (ASO)
AcademicSupport@scuhs.edu
- ADMISSIONS
Admissions@scuhs.edu
- CAMPUS SAFETY
(562) 902-3333
- CAMPUS TECHNOLOGY
(562) 902-3380 or ext. 380
- FINANCIAL AID
FinancialAid@scuhs.edu
(562) 947-8755 ext. 766
- LEARNING RESOURCE CENTER
SCUHSLibrary@scuhs.edu
(562) 902-3368
- OFFICE OF ALUMNI AFFAIRS
alumnidevelopment@scuhs.edu
(562) 902-3324
- OFFICE OF STUDENT AFFAIRS
(562) 902-3324
stevenjaffe@scuhs.edu
- STUDENT ACCOUNTS
(562) 947-8755 ext. 752
studentaccounts@scuhs.edu
- UNIVERSITY HEALTH CENTER
(562) 943-7125

Student Services

ACADEMIC ADVISING AND CAMPUS LEARNING ASSISTANCE SERVICES

Located in the [LRC](#), the Academic Support Office (ASO) is the students' resource for tutoring, academic and personal counseling and academic support. Services are provided to assist students in maximizing their academic achievement. The ASO helps students develop the learning tools that will serve them as life-long learners. The ASO also works with students needing disability accommodation from registration through graduation.

All students have an initial consultation with our Learning Specialists for a discussion of academic expectations, time management and what skills students will need to be successful at SCU. Recommended services may include: peer or group tutoring, one-on-one counseling with the Learning Specialist/Counselors or attendance at skill-specific or learning technique workshops. All these services are available both on a voluntary or academic-risk mandated basis (students on Academic Probation [those who have received a grade lower than a C in more than two classes, and/or those who have a term GPA lower than 2.0.]).

For those students mandated to participate in the SCU Academic Support Program (ASP), a fee is assessed per term. The ASP includes five-hours of weekly peer tutoring, a weekly check-in/counseling session with the Learning Specialist/Counselor and intensive follow-up to monitor academic progress. Students may also voluntarily join this program if they feel the strong support will help achieve academic success.

All students are welcomed to voluntarily meet with the Learning Specialist/Counselor for consultation and collaboration on learning strategies, disability accommodations, personal counseling, etc.

Specific Services are as follows:

Course Scheduling

The ASO counsels students in need of adding, dropping, and selecting courses. If you need assistance and would like to set up an appointment, or ask questions, stop by the ASO office in the Learning Resource Center (LRC) or contact ASO at AcademicSupport@scuhs.edu.

Tutoring

The ASO manages all areas of tutoring and open lab sessions. X-Ray open labs, Anatomy open labs and CP open labs are available every term at set hours. Schedules for both tutoring and open labs are e-mailed to all students with the latest times, locations and available tutors. Stop by the ASO or click [here](#) for more information about tutoring.

Study Skills

Having a hard time concentrating or studying? The ASO team can assist you! Learn new ways to study, explore different time management techniques, and cope with stress and anxiety. Stop by the office in the Learning Resource Center (LRC) or contact ASO at AcademicSupport@scuhs.edu to set up an appointment with a Learning Specialist.

Academic Success Course

Need a course to keep you on track during your time at SCU? If you are in your fourth term or above, you should enroll in ASO's selective course *Academic Success*. This course will cover learning strategies, study skills, time management, and additional tools to better assist you in and out of the classroom.

Academic Counseling

The ASO has full time staff who are here to help if you are worried, frustrated, or confused about classes, professors, or life. We are here to assist you with both academic and emotional needs. Schedule an appointment today by emailing AcademicSupport@scuhs.edu.

Disability Services

In accordance with ADA laws and regulations, the ASO assists students with any type of disability ranging from learning to physical. In order to receive necessary accommodations, students must provide written documentation from their physician clearly stating the condition and tests completed for the diagnosis. Once this information is received, a Learning Specialist will work with you and faculty members to provide reasonable accommodations.

ATHLETIC FACILITIES

The SCU campus has various athletic facilities including: a gymnasium, weight room, Human Performance Center, and a sand volleyball court.

Gymnasium Information

The gymnasium is a classic basketball center, with three courts and six hoops. It is located next to the [Chesney Center](#) and is often rented out to community groups on weekends for youth sporting events.

Typical Operating Hours for the Campus Are:

Monday, Wednesday, Friday: 6:30am to 4:30pm

Tuesday, Thursday: 9:30am – 4:30pm

Saturday: closed

Sunday: closed

*There are scheduled exceptions, such as intramurals

Sand Volleyball Court Information

The volleyball courts are open for students to use them anytime during normal operating hours. Similarly to the gymnasium, the courts are located next to the [Chesney Center](#) and are often rented out to community groups on weekends for youth sporting events.

Typical Operating Hours for the Campus Are:

Monday, Wednesday, Friday: 6:30am to 4:30pm

Tuesday, Thursday: 9:30am – 4:30pm

Saturday: closed

Sunday: closed

*There are scheduled exceptions, such as intramurals

Weight Room Information

The schedule for the weight room changes per term depending on the level of interest and the availability of student workers who serve as monitors for the room. The weight training room is available for use only

by currently enrolled SCU students and by employees of the University. Guidelines governing the opening hours, conduct within, and supervision of the facility have been developed and are administered by the Office of Student Affairs. Please contact the Office of Student Affairs for additional information.

CAMPUS DINING OPTIONS

While SCU does not provide on-campus housing with residential food services, we do have the SCU Café, located in the [Chesney Student Center](#).

The SCU Café serves coffee, beverages, snacks, made-to-order breakfast items, salads, sandwiches, and more. The café hours are operation are:

Monday - Friday: 7am to 6pm

Saturday: 7am to 2:30pm

Sunday: closed

CAMPUS SAFETY

Contracted guard and other services provide campus security at SCU. Campus Safety is available to serve you from 6 am – 10 pm, 365 days a year with professional officers who are ready to assist with everyday tasks and questions, as well as being properly trained in emergency response.

Campus safety officers carry mobile radio/telephones so they can respond immediately to calls from any field location. The department provides a variety of services, including campus patrol, safety escort assistance, and parking enforcement.

Campus Safety can be reached by calling (562) 902-3333 or dialing extension 333 from any campus phone. Additionally, there are several yellow phone boxes marked “Security” placed at various points on the campus external to the buildings. Just lift the receiver of the security phone and the phone will ring an officer on duty. Remember to use “911” for any genuine emergency, thereby accessing police, fire or paramedic response. Be sure to also call Campus Safety in such situations.

Emergency Notification

SCU uses, Everbridge, a “cloud based” emergency notification system that allows us to communicate important messages to our constituents in an efficient and rapid manner. These messages are sent out via multiple mediums to each member of the campus community including SMS text and email in order to inform them of the situation. Additionally, the notification will provide instructions to the receiving individual on how to respond to the notification. This response will update “real time” in the Everbridge system, allowing SCU administrators and Campus Safety personnel to identify which members of the campus community have received the notification and which member may have not. Using this data, Campus Safety can determine which members of the campus community, if any, need additional assistance during any given emergency situation.

Should you have any questions or concerns, please contact us at (562) 902-3333, ext. 333 from any campus phone, or come by our new office located at the east side of [Building F](#).

CAMPUS STORE

The Campus Store is located in the [Standard Process Pavilion](#). The store sells SCU gear, clothing, and trinkets, as well as specific essentials for class. Students may purchase textbooks through our [online textbook service provider](#). Stop by the Campus Store for more information.

CAMPUS TECHNOLOGY SERVICES

The IT Department provides technical support by phone (562-902-3380 or ext. 380) or through walk-ins to the IT Help Window in [Building C](#) during regular business hours.

Regular Business Hours:

Monday - Friday: 7am to 6pm

Saturday: 7am to 5pm

Sunday: closed

There are many technology resources available on the SCU campus, including computer labs and kiosks, Wi-Fi, charging stations, and more. To gain access to campus technology used in classrooms, computer labs, and other areas of campus requires an Information Technology consent form, as well as compliance with applicable University policies. See the IT department in [Building C](#) for more information.

CHESNEY STUDENT CENTER

A student friendly activity and study center that houses computer stations with printing and photocopying capabilities, vending area, recreation, music, ping pong tables, lockers, and showers. Additionally, the Chesney Student Center is home to [the SCU Café](#), proud brewers of Starbucks coffee/tea and providers of made-to-serve breakfast, snacks, and sandwiches throughout the day.

COUNCIL ON CLUBS AND ORGANIZATIONS (CCO)

The Council of Clubs and Organizations (CCO) is a council of the ASB designated to provide support and communication for and between clubs and organizations. Each club or organization is required to have a representative attend the CCO meetings, which meets once a month, usually the third week of each month, for an hour. During the meeting clubs and organizations have the opportunity to announce their activities and programs, network with other clubs and organizations and provide input and suggestions to the ASB and Office of Student Affairs about how clubs and organizations are administered at the University. Also, the CCO is the first place where student clubs and organizations interact with the SCU community with special programs and services offered.

CCO has elected representation within the Associated Student Body. The CCO Coordinator is the primary point of contact for all student club and organizations. The Council for Clubs and Organizations Coordinator sets the inspirational tone for all meetings, events, and programs. He/she shall serve as a wealth of information for student clubs and organizations for community service, fundraisers, guest speakers, club events and programs.

COUNSELING AND PSYCHOLOGICAL SERVICES

SCU is proud to partner with Biola University in assisting our students with therapeutic counseling at a discounted rate. Students should not hesitate to come in and ask for a referral form. Biola counselors can help them work through depression, separation, etc; email AcademicSupport@scuhs.edu for more information.

EDUCATIONAL ADVANCEMENT COMMITTEE (EAC)

The EAC is a committee that provides a forum for students to share and exchange ideas and concerns about their academic experiences. The areas of focus for the EAC include the broad overall program of study, curriculum, academic resources, course objectives, teaching methods, the academic schedule, and assessments for specific classes. Each cohort of students in each degree program elects EAC representatives. The Chair of the EAC is elected from among the representatives and serves as a member of the ASB Executive Committee.

The purpose of the Educational Advancement Committee (EAC) is to create an environment where academic concerns can be discussed and possible solutions created. The EAC functions to enhance the educational experience at SCUHS by giving faculty honest feedback about their courses and instruction, and acting as the liaison between administration, faculty, staff, and students, with the utmost honor and respect. All meetings are strictly confidential and are conducted with the intention of evaluating and improving the Chiropractic and Acupuncture and Chinese Medicine learning and educational effectiveness at SCU. The EAC acts as an arbitrator and assists professors, faculty, and students when needed. Additionally, the EAC serves on the panel for the Judicial Board conduct hearings. The committee consists of two representatives and one alternate from each term, and a selected board.

HOUSING AND RESIDENTIAL OPTIONS

While SCU does not have on-campus housing options, we do offer guidance to students in search of off-campus housing. Contact the Office of Student Affairs for more information.

ONESTOP ENROLLMENT SERVICES

OneStop Enrollment Services serves the University as the central “hub” for student services. It is a single location where students can take care of everything regarding the University enrollment process, financial aid, student billing, getting a University ID card, or assistance with academic records. OneStop’s purpose is to serve our students, alumni, and other campus constituents with passion, excellence and integrity. We are committed to forming a supportive University community for all students.

OneStop includes the following services:

- [Admissions](#)
- [Student Affairs](#)
- [Financial Aid](#)
- Student Accounts
- Registrar

OneStop is located in [Building B](#) and its regular operations hours are as follows:

Monday - Friday: 8am to 5pm

Saturday: 8:30am to 2:00pm

Sunday: closed

PARKING SERVICES

All students are issued a parking permit at no cost valid in designated lots on campus. Vehicles parked in campus parking lots must display the student parking permit from the rearview mirror. Further, given the University's unique location amidst a residential neighborhood, all campus community members (including students) are expected to park on campus. All bicycles must also be parked in racks provided by the University.

Students who are on campus are required to park in campus lots. All students must obey general traffic and parking regulations enforced by Campus Safety. Failure to obey campus parking and motor vehicle regulations, policy, and expectations may result in disciplinary action by the University.

Parking permits are required at all times; therefore, students must display a valid permit and observe all applicable parking regulations. Violators are subject to a citation. If you have any questions concerning driving or parking on campus, please contact the Campus Safety Department in room [F-20](#) or call (562)-902-3333.

Parking permits are available in OneStop ([Building B](#)).

STANDARD PROCESS PAVILION

The Standard Process Pavilion is an "open space" available throughout the day for dining, study, collaboration, or relaxation. Additionally, the Pavilion is home to [SCU's Campus Store](#), conveniently offering required academic resources, student supplies, apparel, and gifts.

SCU STUDENT HEALTH SERVICES

Student Health Care Program

The University provides Chiropractic and Acupuncture/Chinese Medicine health care to all students in the University Health Centers. Chiropractic care is free for all students and all other services are heavily discounted.

Chiropractic care consists of the following:

1. Consultation on matters of health;
2. Examination;
3. Treatment, including adjustment and physiological therapeutics;
4. Nutritional supplements at a discount;
5. X-rays are charged at a discount.

(Students must present their student identification card to office staff for access to personal health services.)

Student Family Health Care Program

The University Health Centers, a service of Southern California University of Health Sciences, offers a "Student Family Health Care Program" to the immediate family members of our student body. Once enrolled in the program, this health care program includes both Chiropractic and Acupuncture and Chinese Medicine services for a nominal fee in one of University Health Center locations. Personal Injury,

Workers' Compensation and Medicare eligible individuals are excluded from participation in the program. For more information about our "Student Family Health Care Program", please contact the University Health Center and/or the Director of Health Services and Operations.

STUDENT AFFAIRS

The Office of Student Affairs provides quality programs, services, and events that promote learning, leadership development, and enhance student life. They advocate for student concerns, enrich student learning, encourage student involvement, and promote educational programs directed at professional development and preparing students to be contributing members of a diverse society. They encourage community engagement with a variety of social, technique, political, religious and humanitarian clubs and organizations.

Additionally, the Office of Student Affairs enforces community standards and campus codes of conduct, mediates academic and behavioral student concerns, advises student organizations and student government, manages the Chesney Center, and facilitates student events on campus.

SCU LIBRARY/LEARNING RESOURCE CENTER

[The Seabury-McCoy Learning Resource Center \(LRC\)](#) has much to offer the SCU community. Since the inception of the University in 1911, the library has regularly expanded and improved services. The facility contains the following areas:

- Main Reading Room
- Mural Room
- General Collection Room
- Computer Lab
- ASB Chambers
- Multiple Group and Individual Study Rooms
- Anatomy Table Study Room
- Tutoring Center
- Rare Book Room

The LRC offers a variety of educational and support services to students, faculty, staff, and alumni. The LRC provides access to biomedical, health, chiropractic, acupuncture, Chinese medicine, Ayurveda medicine, alternative medicine and other non-health academic resources.

The LRC Main Room has reserve (textbook) materials, current print journals, reference books, anatomy/AOM models, herb collections and the audio/video collections. The LRC subscribes to over 10,000 scientific periodicals and journals (most electronically). The LRC monograph collection is comprised of over 15,000+ print books and 90,000+ e-books. All electronic resources are available both on-campus and remotely, 24/7.

The computer lab is equipped with 35 work-stations, printers, copier, Internet and MySCU (intranet) access. The LRC licenses a variety of e-databases to support student and faculty research. All databases are accessible on and off campus through the MySCU portal. All e-resources are available 24/7. These databases include:

- EbscoHost DISCOVERY Service
 - MEDLINE Full Text
 - Academic Search Premier
 - Alt Health Watch
 - AMED
 - Cochrane Databases
 - DynaMed (clinical point of care)
 - SPORTDiscus with Full Text
 - Ebsco ebooks
- ChiroAccess/MANTIS
- ebrary (e-books)
- ICL/Index to Chiropractic Literature
- LOCUSMap
- Natural Medicines Comprehensive
- Natural Standard
- OCLC WorldCat
- OVID
- R2 (e-books)
- ScienceDirect

The LRC also has a valuable rare book collection dating back to the 1800s. Many of the books and valuable historic documents in this collection were donated by SCU alumni.

Services to Alumni and Faculty and outside healthcare providers include: literature searches, tailored bibliography services, borrowing privileges, interlibrary loan, and document retrieval.

The LRC can be described as a “library without walls” – meeting the needs of the entire SCU community. The center also has reciprocal use agreements with many academic libraries in Southern California for student access, resource use and borrowing privileges.

The normal hours of operation are:

Monday: 7:00 am - 9:00 pm
 Tuesday: 7:00 am - 9:00 pm
 Wednesday: 7:00 am - 9:00 pm
 Thursday: 7:00 am - 9:00 pm
 Friday: 7:00 am - 6:00 pm
 Saturday: 10:00 am - 4:00 pm
 Sunday: 3:00 pm – 9:00 pm

Contact the LRC by phone: 562.902.3368 or by email: SCUHSLibrary@scuhs.edu

VET BENEFITS

Post-9/11 GI Bill

The Post-9/11 GI Bill (Chapter 33) Payment Rates have increased for the 2014 Academic Year. Students that are enrolled from (August 1, 2014- July 31, 2015) and qualify for the Post-9/11 GI Bill (Chapter 33) may receive up to \$20,235.02 per academic year, which is the national maximum.

Under the Post-9/11 GI Bill you may receive:

- Tuition & fee payment sent directly to the school
- Monthly housing allowance sent to you
- Books and supplies stipend sent to you
- One-time rural benefit for certain veterans

For more information, see the [Financial Aid](#) Section of this Catalog.

Yellow Ribbon Program

SCU provides Debt-Free Education to eligible Veterans. SCU is a proud participant in the Yellow Ribbon GI Education Enhancement Program, which is a provision of the Post-9/11 Veterans Educational Assistance Act of 2008. Veterans are eligible for full tuition benefits if they have served at least three years after September 11, 2001 and were honorably discharged. For any tuition charges that exceed the \$18,077.50 cap, as established under the revised Post-9/11 GI Bill signed into law by President Obama in January 2011, SCU and the Veterans Administration (VA) will cover the costs of tuition, on a first come, first served basis as a benefit to veteran-students.

Eligibility

To be eligible for the Yellow Ribbon program, the service member, reservist/guardsman or veteran must have 100% eligibility under the provisions of Chapter 33 (Post-9/11) GI Education Bill. A 100% eligibility is defined as the service member or veteran having had 36 aggregate months or more of qualifying active duty served on or after 09/11/2001.

In order to receive Veterans benefits a prospective student must submit the following:

- Copy of DD214
- Copy of VA
- Certificate of Eligibility Letter
- Schedule for current trimester
- [SCU Yellow Ribbon Certification Request](#)

Submit Documents to:

SCU Financial Aid Office
16200 Amber Valley Dr., Whittier CA 90604
Email: FinancialAid@scuhs.edu
Phone: Tel: 562-947-8755 ext 766

Prospective students will be notified by the Financial Aid office if their application has been approved. SCU's Financial Aid Department processes student VA benefits. However, the Veterans Administration makes the authoritative decision regarding benefits. For more information about educational benefits available to veterans visit their website at www.gibill.va.gov or contact the Department of Veterans Affairs at (888) GIBILL-1 (888-442-4551).

For more information, see the [Financial Aid](#) Section of this Catalog.

Student Activities

ALUMNI AFFAIRS

The Office of Alumni Affairs is housed within the Enrollment Management and Student Affairs department. The SCU Alumni Association is governed by a board of directors elected by dues-paying alumni association members. The board is assisted on campus by staff in the Office of Alumni Affairs. The association supports practitioners, programs of the university, students and activities, which focus on strengthening the professions. The association sponsors professional seminars, holds local and national alumni gatherings, sponsors student scholarships, supports research projects, and works closely with the administration of SCU to promote alternative health care on the national, state, and local levels.

Benefits to dues-paying members are reviewed on a regular basis to provide alumni valuable discounts and programs to assist our alumni.

Membership categories include Recent Graduate, Full Membership, Associate Membership (non-LACC/CEM graduate), retired practitioner, and Lifetime Membership.

If you are interested in learning more about the Alumni Affairs Office or the Alumni Association, please contact the Alumni Department at (562) 902-3324 or send an email to alumnidevelopment@scuhs.edu.

ASSOCIATED STUDENT BODY (ASB)

The mission of the Associated Student Body (ASB) is to serve the students of SCU by representing their voices on campus and abroad; to lead and inspire the highest professional values in holistic and integrative health; and to coordinate academic, social, alumni and humanitarian events. ASB is committed to service, diversity, excellence, humanitarian aid, professional success and provides healing centered leadership.

The Associated Student Body will have an ASB Executive Team of eight officers. Seven of those officers are voted in by the SCU Student Body: ASB President, ASB Vice President of the Los Angeles College of Chiropractic, ASB Vice President of the College of Eastern Medicine, ASB Vice President of the Alumni Association, ASB Secretary, ASB Treasurer, and Council of Clubs and Organizations Chair. The eighth member of the ASB Executive Team is the Educational Advancement Committee Chair and it is a position that is appointed through the Office of Student Affairs.

CLUBS AND ORGANIZATIONS

With the help of and supervision by the Office of Student Affairs, SCU has a lively clubs and organizations system. In addition to the creation and management of clubs and club activities, Students Affairs helps to facilitate many community outreach programs that serve the Los Angeles area and international programs. These programs include annual trips to Bolivia, Taiwan, the AIDS Lifecycle event, and local humanitarian trips. All clubs are required to perform a community service project each term. These community service programs provide students with the opportunity to treat diverse patient populations and contribute to communities that are in need.

Types of clubs on campus are:

Cultural Clubs

Here is the current list of cultural clubs: Chinese Student Association, Japanese Student Association, Student Iranian Chiropractic Association, and Inner Search Club.

Political Clubs

Here is the current list of political clubs: American Acupuncture Oriental Medicine Association, Student American Chiropractic Association, Student California Chiropractic Association, Student International Chiropractic Association, and Progressive Acupuncture Association.

Religious Clubs

Here is the current list of religious clubs: Christian Chiropractic Association

Special Interest Clubs

Here is the current list of special interest clubs: Acupuncture and Oriental Medicine Association, Delta Tau Alpha, Healing Hands for Humanity, Journal Club, Medicinal Herb Club, Martial Arts Club, Ayurveda Club, Newspaper Club, Advanced Yoga Club, Chinese Characters and Calligraphy Club, Family Wellness Club, Rehab 2 Performance Club, League of Chiropractic Women, and International Federation of Chiropractic Organizations.

Technique Clubs

Here is the current list of technique clubs: Applied Kinesiology, Gonstead, Sacral Occipital Technique, Sports Injury Council, Functional Medicine & Functional Neurology Club, and Upper Cervical Club.

INTRAMURAL ATHLETICS

SCU hosts a variety of intramural activities. Students organize into teams representing their “terms” and compete against one another in tournaments. Fall sports include indoor kickball, dodgeball or basketball; spring intramurals feature basketball; and volleyball and other activities take place during the summer term. If you are interested in joining an intramural activity, contact the Office of Student Affairs.

SPECIAL EVENTS

Orientation

SCU provides a comprehensive orientation program that introduces new students to the services, programs, policies and procedures, resources, faculty, and staff of the University. The orientation program provides interactive informational sessions that familiarize new students with their academic and social environment and challenges, and that supports their educational and professional development and personal well-being.

Club Integration Week

Twice each year, coinciding with each new entering class, the Council on Clubs Organization (CCO) organizes a weeklong series of activities and lectures based on a healthcare related theme. Experts in the fields of chiropractic and AOM share their unique approaches to the topic in interactive forums. Club

Integration Week is a great way for new students to gain exposure to clubs and organizations on campus, specialty techniques, and potential mentors.

White Coat Ceremony

The White Coat Ceremony is a ritual that occurs twice a year; once in January, and once in September. This rite of passage celebrates students' progression from the preclinical to the clinical training portion of their program. This is a great opportunity for friends and family to show support of their intern as they begin this final phase of their education at SCU.

Graduation

SCU provides a graduation program that effectively acknowledges and celebrates the successes of its graduates. There are two graduation ceremonies per year; one in April and the other in December.

ASB Campus Picnics

ASB sponsors campus community picnics each term.

Program, Certificate, and Course Offerings at SCU

List of Educational Offerings

Institute of Science Courses

1. Biology Series
2. Chemistry Series
3. Microbiology Series
4. Anatomy and Physiology Series
5. Other

Integrated Science Program Courses

6. Biology Series
7. Chemistry Series
8. Microbiology Series
9. Anatomy and Physiology Series
10. Other

Certificate Programs

11. [Ayurveda](#)
12. [Massage Therapy](#)

Undergraduate Degree Programs

13. Bachelor of Science in Biological Sciences

First Professional Masters Program

14. [Master of Acupuncture and Oriental Medicine](#)

First Professional Doctorate Programs

15. [Doctor of Chiropractic](#)
16. [Doctor of Acupuncture and Chinese Medicine](#)

Residency Programs

17. Sports Medicine Residency Program
18. Spine Care Residency Program
19. Diagnostic Imaging Residency Program

University and Degree Program Learning Outcomes

UNIVERSITY LEARNING OUTCOMES

Professional Therapies

The graduate will perform professional therapeutic skills in a competent and caring manner.

Critical Thinking

The graduate will analyze and integrate information gathered from patient/client interactions and apply it to professional health care practice.

Evidence-Based Knowledge

The graduate will utilize foundational health science knowledge; and critically appraise and apply relevant scientific literature in professional health care practice.

Outcomes-Focused Practice

The graduate will successfully develop and implement a health care management plan utilizing appropriate professional methodologies and quality care to achieve best patient/client outcomes.

Communication

The graduate will effectively engage with patients/clients, colleagues, and the public using appropriate professional verbal, non-verbal, and written communication.

Professionalism

The graduate will demonstrate leadership, integrity, respect, and self-reflection while employing ethical and legal standards in professional and community interactions.

Integrative Healthcare

The graduate will serve as an effective member of a healthcare team, collaborating with other professionals to improve community health and patient outcomes for the health of individuals and the community.

DEGREE PROGRAM LEARNING OUTCOMES

DC Program Learning Outcomes:

Assessment & Diagnosis

- The graduate will utilize appropriate clinical reasoning skills to accurately assess and diagnose patient conditions

Management Plan

- The graduate will develop a comprehensive patient care plan

Health Promotion and Disease Prevention

- The graduate will apply epidemiological principles to promote health and prevent disease

Communication and Record Keeping

- The graduate will communicate professionally

Professional Ethics and Jurisprudence

- The graduate will exhibit legal and ethical behavior as a health care professional

Information and Technology Literacy

- The graduate will locate, evaluate and integrate research with other evidence to manage health related issues

Intellectual and Professional Development

- The graduate will integrate evolving knowledge and skills, while remaining adaptable to change

DACM Program Learning Outcomes:

Oriental Medicine Diagnosis

- Synthesize etiology and clinical manifestations to construct Oriental Medicine differential diagnoses.

Acupuncture & Moxibustion Therapies

- Prescribe and formulate acupuncture, moxibustion, and related Oriental Medicine therapies.

Herbal Therapy

- Plan and prescribe herbal formulas and modifications.

Biomedical Diagnosis

- Synthesize pathogenesis and clinical manifestations to construct Western Medicine differential diagnoses.

Evidence-based Practice

- Synthesize and apply historical and scientific evidence in clinical practice.

Business & Clinical Practice

- Assess business principles to develop a clinical practice.

Communication

- Effectively communicate verbally, non-verbally, and in written form.

Professionalism

- Demonstrate leadership, integrity, and respect for all, and actively engage in ethical, moral, and legal standards of the profession.

Interprofessional Collaboration

- Collaborate with appropriate professionals to plan and manage patient-centered care.

MAOM Program Learning Outcomes:

OM Pattern Differentiation

- Evaluate and analyze the pathogenesis of syndromes through the application of Oriental Medicine theories and diagnostic methods.

Acupuncture & Moxibustion Therapies

- Evaluate the patient in order to prescribe and perform acupuncture, and related Oriental Medicine therapies.

Herbal Therapy

- Evaluate patients, perform and prescribe herbal formulas and modifications.

Biomedicine Principles

- Integrate principles of biomedicine diagnostic study and treatment in clinical practice.

Information Literacy

- Appraise and apply historical and scientific evidence in clinical practice.

Business & Clinical Practice

- Apply business principles to develop a clinical practice.

Communication

- Effectively communicate verbally, non-verbally, and in written form.

Professionalism

- Demonstrate leadership, integrity, and respect for all, and actively engage in ethical, moral, and legal standards of the profession.

Interprofessional Integration

- Collaborate with other healthcare professionals to improve patient outcomes.

Bachelor of Science in Biological Sciences Program Learning Outcomes:

Basic Science Knowledge

- Graduates will apply the fundamental principles of Integrative Health courses and Life Sciences such as Biology, Chemistry, Physics, Mathematics, and Physiology.

Scientific Reasoning

- Graduates will develop hypotheses and claims, apply testing methodologies and the scientific method, and evaluate rational critiques and conclusions.

Information Literacy

- Graduates will appraise scientific and technical literature, especially those related to the health science field.

Communication Effectiveness

- Graduates will professionally construct and express their ideas, thoughts, and concepts through multiple methods: written, verbal, and non-verbal.

Integrative Health Knowledge

- Graduates will understand principles and practices of integrative health and how to apply them in a professional healthcare practice.

Professionalism

- Graduates will demonstrate professionalism in all interactions. This relates to punctuality, respect, attire, and attitude.

Academic Calendar

2015 SHORT TERM CALENDAR

Spring 2015		
DATE	DAYS	EVENT
1/5/2015	Monday	Classes Begin (Degree Programs)
1/5/2015	Monday	Tuition Due (Degree Programs)
1/5/2015	Monday	Financial Aid Checks Available
1/8/2015	Thursday	Tuition Late Fees Begin
1/8/2015	Thursday	White Coat Ceremony
1/12/2015 – 1/16/2015	Monday – Friday	Student Integration Week
1/19/2015	Monday	Martin Luther King Day
2/16/2015	Monday	President's Day
3/23/2015 – 04/01/2015		Registration for Summer 2015
04/13/2015 – 04/17/2014	Monday – Friday	Final Examinations
04/17/2015	Friday	Trimester Ends
04/18/2015	Saturday	Graduation Ceremony
04/20/2015 – 05/01/2015		Spring Break (2 weeks)
Summer 2015		
DATE	DAYS	EVENT
5/4/2015	Monday	Classes Begin (Degree Programs)
5/4/2015	Monday	Tuition Due (Degree Programs)
5/4/2015	Monday	Financial Aid Checks Available
5/7/2015	Thursday	Tuition Late Fees Begin
5/11/2015 – 5/15/2015	Monday – Friday	Student Integration Week
5/25/2015	Monday	Memorial Day
7/3/2015	Friday	Independence Day

7/20/2015 – 7/29/2015		Registration for Fall 2015
8/10/2015 – 8/14/2014	Monday – Friday	Final Examinations
8/14/2015	Friday	Trimester Ends
8/17/2015 – 9/04/2015		Summer Break (3 weeks)
Fall 2015		
DATE	DAYS	EVENT
9/7/2015	Monday	Labor Day
9/8/2015	Tuesday	Classes Begin (Degree Programs)
9/8/2015	Tuesday	Tuition Due (Degree Programs)
9/8/2015	Tuesday	Financial Aid Checks Available
9/10/2015	Thursday	Tuition Late Fees Begin
9/14/2015 – 9/18/2015	Monday – Friday	Student Integration Week
11/11/2015	Wednesday	Veterans Day
11/23/2015 – 12/03/2015		Registration for Spring 2016
11/26/2015 – 11/27/2015	Thursday and Friday	Thanksgiving Holiday and Day After
12/14/2015 – 12/18/2015	Monday - Friday	Final Examinations
12/18/2015	Friday	Trimester Ends
12/19/2015	Saturday	Graduation Ceremony

2015 – 2018 LONG TERM CALENDAR

Year and Term		Start	End
2015	Spring	1/5/2015	4/17/2015
	Summer	5/04/2015	8/14/2015
	Fall	9/8/2015	12/18/2015
2016	Spring	1/11/2016	4/22/2016
	Summer	5/9/2016	8/19/2016
	Fall	9/6/2016	12/16/2016
2017	Spring	1/9/2017	4/21/2017
	Summer	5/8/2017	8/18/2017
	Fall	9/4/2017	12/15/2017
2018	Spring	1/8/2018	4/20/2018
	Summer	5/7/2018	8/17/2018
	Fall	9/3/2018	12/14/2018
2019	Spring	1/7/2019	4/19/2019
	Summer	5/6/2019	8/16/2019
	Fall	9/9/2019	12/20/2019
2020	Spring	1/13/2020	4/24/2020
	Summer	5/11/2020	8/21/2020
	Fall	9/7/2020	12/18/2020

Admissions

General Requirements for Admission

The general requirements for admission are established in cooperation with appropriate accrediting agencies, such as the Western Association of Schools and Colleges (WASC), Council on Chiropractic

Education (CCE) and Accreditation Commission for Acupuncture and Oriental Medicine (ACAOM). Prospective students are assured the University complies with the equal opportunity, non-discrimination statement printed in the General Information section of this catalog. (As noted below, there are some physical qualifications for admission to the chiropractic program based on the nature of the practice.)

All applicants must furnish references of good moral character and provide complete, official academic transcripts or records of previous enrollment at any higher education institution they have attended. Failure to comply may result in dismissal or loss of academic credit.

English language competency is required of all students seeking admission to SCUHS. This may be satisfied by achieving minimum scores on the Test of English as a Foreign Language (TOEFL) as outlined in each program's admissions requirements listed below. Testing information on TOEFL or TSE may be obtained at www.toefl.org or by writing to TOEFL, Box 899, Princeton, NJ 08504.

The general requirements for admission are established in cooperation with appropriate accrediting agencies, such as the Western Association of Schools and Colleges (WASC), Council on Chiropractic Education (CCE) and Accreditation Commission for Acupuncture and Oriental Medicine (ACAOM).

Applicants are encouraged to submit their applications early, preferably not less than six months prior to the starting date of the class in which they seek entrance. A class may be filled without notice prior to the official beginning date. Applicants who are not accommodated will be considered for the next available class.

Bachelor of Science in Biological Sciences (BSBS) Admissions Requirements

Preliminary Requirements for Admission

Applicants for admission must provide:

- A properly completed application for admission;
- An application essay that will serve as the first portfolio project;
- Official transcripts from each college and/or university previously attended showing all course work completed or in progress; and
- A non-refundable application fee.

Applicants for Bachelors of Science in Biological Sciences program with prerequisites in progress must complete such work prior to the starting date of classes and official transcripts showing such course work must follow in a timely manner. Students who have not submitted final transcripts prior to the start of the first day of classes will receive a provisional acceptance into the Bachelors Program.

SCU Admissions Requirements and Initial Evaluation of Prior Coursework

1. Application, Reference Letters, and Portfolio Project;

2. Cumulative Undergraduate GPA 2.5 (minimum);
3. 3 Semester Credits each of an English/Writing Course and College Math;
4. Baseline General Science Knowledge Exam with Baseline Grit Test; and
5. 56 Semester Credits (Accredited): Including LLC.

Academic Requirements for Admission

Students applying to the BCP must complete an application; submit two reference letters, the application fee, the Portfolio Project (application essay) and official transcripts showing their previous college course work. They must have 56 credits of semester based undergraduate coursework at entry. Credits completed by quarter or trimester systems will be weighted against a semester credit. To matriculate into the BCP, their transcript must include the following completed classes with a 2.5 GPA or higher:

Three semester credits each of an English/Writing Course and College Math.

The remaining credits can be in any discipline and must be completed with a final grade of 2.5 GPA or higher.

There will be a considerable amount of writing in this program. Students will prepare six separate writing projects following a professional writing standard (APA) focused on topics related to integrative health, integrative medicine, or interprofessional practice. The first writing project will be submitted with the application. These projects will culminate with a capstone in trimester 6. The student will prepare a review of the literature and annotated bibliography on a topic related to integrative health, interprofessional care, alternative, complimentary medicine or related.

For a more detailed description of the program, click [here](#).

Doctor of Chiropractic Admissions Requirements

Preliminary Requirements for Admission

Applicants for admission must provide:

- A properly completed application for admission;
- One copy of the transcript from the graduating high school;
- Official transcripts from each college and/or university previously attended showing all course work completed or in progress;
- A non-refundable \$50 application fee;
- Two letters of recommendation (cannot be from a relative and preferably at least one from a doctor of chiropractic, acupuncture/oriental medicine practitioner, college professor or other health care practitioner) mailed by each author to the SCU Office of Admissions;
- Scanned Copy of a Valid Driver's License or Passport; and
- A successful admissions interview.

Applicants for the DC program with prerequisites in progress must complete such work prior to the starting date of classes and official transcripts showing such course work must follow in a timely manner. Students who have not submitted final transcripts prior to the start of the first day of classes will receive a

provisional acceptance into the DC program. The student must have a completed admissions file within 30 days of the start of the trimester. If the student does not have a complete admissions file by the 30th day, the student may be subject to Administrative Withdrawal from the program and will be responsible for any tuition due.

Academic Requirements for Admission

A maximum of 20 semester units of a candidate's pre-professional academic requirements may be acquired through CLEP examinations or through challenged courses (except for the Biology, Chemistry and Physics requirements). Units earned through CLEP examinations must be shown on the transcript of the college or university administering the test or other evidence presented to verify the number of units passed. No sequence courses may be acquired in this manner.

In order to qualify for admission into the LACC DC program, students should demonstrate goals, abilities, and character consistent with the university's mission. Students must also have completed the equivalent of three academic years of undergraduate study (90 semester units or 135 quarter units) at an institution(s) accredited by an agency recognized by the U.S. Department of Education or an equivalent foreign agency with a GPA for these 90 hours of not less than 3.0 on a 4.0 scale. The 90 hours will include a minimum of 24 semester hours in life and physical science courses. These science courses will be of sufficient rigor to provide an adequate background for success in the Doctor of Chiropractic Program (DCP), and at least half of these courses will have a substantive laboratory component. The student's undergraduate preparation must also include a well-rounded general education program in the humanities and social sciences, and other coursework deemed relevant by the DCP for students to successfully complete the DCP curriculum. As a requirement of placement into LACC, students must be assessed by taking the Chiropractic College Aptitude Test (CCAT) or an acceptable equivalent. Students must demonstrate English competency by scoring at least 500 (paper based) or 173 (computer based) or 61 (iBT based) on the Test of English as a Foreign Language (TOEFL) and at least the current mean score on the Test of Spoken English (TSE) if they did not take the iBT based test.

Alternative Admission Track Plan (AATP):

Prospective students whose grade point average for the 90 semester hours of pre-requisite coursework is below 3.0 on a 4.0 scale may be considered for admission to the DC program into a special AATP provided the following conditions are satisfied, at the student's expense:

- No student is to be admitted who has completed fewer than 90 semester hours and/or has a GPA for these 90 hours of less than 2.75/4.0;
- Students must be assessed by taking the Chiropractic College Aptitude Test (CCAT) or an acceptable equivalent;
- Students must be enrolled in a prescribed academic success program designed to optimize the ability of AATP students to succeed in the program. This should consist of at least:

- Being placed on a 12 term DC program track (or other reduced schedule) with the option to convert to a 10 term track with satisfactory academic progress as defined in standard operating procedures;
- Counseling with a university learning specialist regarding their individual academic performance;
- An academic plan detailing expected performance standards to remain enrolled in the DC program;
- Regular meetings with their faculty advisor(s), learning specialist, and/or academic counselor to discuss progress towards academic goals;
- Participation in prescribed mentoring/tutoring.
- Students on the AATP must be monitored by the Academic Review and Support Committee (ARSC) including an analysis of:
 - Date of entry into the program;
 - Course load per term;
 - Term and cumulative GPA;
 - Results of major internal DCP and external licensing examinations;
 - Success in meeting internal clinic benchmarks, and success in obtaining licensure (ex: passing part IV of NBCE);
- Data comparing the performance of AATP and non-AATP students must be compiled and analyzed. These analyses should drive decisions about modifying the AATP program itself and even admission policy. These data must also be provided to the Council on Chiropractic Education on an annual basis.

For a more detailed description of the program, click [here](#).

Master of Acupuncture and Oriental Medicine Admissions Requirements

Preliminary Requirements for Admission

Applicants for admission must provide:

- A properly completed application for admission;
- One copy of the transcript from graduating high school;
- Official transcripts from each college and/or university previously attended showing all course work completed or in progress;
- A non-refundable \$50 application fee;
- Two letters of recommendation (cannot be from a relative and preferably at least one from a doctor of chiropractic, acupuncture/oriental medicine practitioner, college professor or other health care practitioner) mailed by each author to the SCU Office of Admissions;
- Scanned Copy of a Valid Driver's License or Passport; and
- A successful admissions interview.

Applicants for the MAOM program with prerequisites in progress must complete such work prior to the starting date of classes and official transcripts showing such course work must follow in a timely manner. Students who have not submitted final transcripts prior to the start of the first day of classes will receive a provisional acceptance into the MAOM program. The student must have a completed admissions file within 30 days of the start of the trimester. If the student does not have a complete admissions file by the 30th day, the student may be subject to Administrative Withdrawal from the program and will be responsible for any tuition due. Application and enrollment fees shall be valid for a maximum period of twelve months; which corresponds to three enrollment periods.

Academic Requirements for Admission

Candidates for admission to the CEM MAOM program must possess a high school diploma and must have completed at least two years (60 semester units or 90 quarter units) of education from an accredited college or university, earning a minimum grade point average of 2.50 on a 4.0 grade scale. In addition to the 60 semester units required for admission, applicants must complete a minimum of 2 semester units each in Biology, Chemistry, Physics, and Psychology with a “C” (2.0 on a 4.0 grade scale) grade or higher. These must be completed prior to, or within one year of matriculation into the Master of Acupuncture & Oriental Medicine Program at SCUHS. (*See below for new admissions prerequisite policy to be activated in Fall 2016) Since the pre professional requirements are subject to change, please consult the Office of Admissions at the time of application. Students must demonstrate English competency by scoring at least 61 (iBT based) on the Test of English as a Foreign Language (TOEFL) and at least a minimum speaking exam score of 26 and a minimum listening exam score of 22. As an alternative, a student can score a level 6 on the International English Language Testing System (IELTS) exam to demonstrate competency.

***Starting in the Spring of 2016, all pre-requisites must be completed prior to matriculation into the MAOM program.**

For a more detailed description of the program, click [here](#).

Additional Admissions Requirements for Students Wishing to Concurrently Enroll in Both DC and MAOM Programs:

LACC and CEM Integrated Dual Program Admissions Requirements

Standard prior to Spring 2013: Students interested in pursuing the LACC and CEM Integrated Dual Program must meet all of the academic, personal and physical requirements for each respective College, as outlined above. Additionally, flex curriculum students must meet advanced criteria that are specific to the dual program. For example, students must achieve a score of 495 on the CCAT examination to be eligible for the Dual Program. The examination will be offered free of charge as part of the Dual Program admissions process. Additionally, the standard of entrance GPA for a Dual student is 2.75 or higher (on prerequisite courses) on a 4.0 scale. Dual students must maintain a minimum GPA of 2.75 in each program for each term throughout the student's progression in the Dual Program, or the student will be required to discontinue one of the concurrently enrolled degree programs.

Post Spring 2013 Standard: starting in Spring of 2013, the minimum entering grade point average for students in the dual program cohort must be 3.0 (on admission requirements to the MAOM and DC programs) on a 4.0 scale.

Doctor of Acupuncture and Chinese Medicine Admissions Requirements

Preliminary Requirements for Admission

Applicants for admission must provide:

- A properly completed application for admission;
- One copy of the transcript from graduating high school or equivalent;
- Official transcripts from each college and/or university previously attended showing all course work completed or in progress;
- A non-refundable \$50 application fee;
- Two letters of recommendation (cannot be from a relative and preferably at least one from a doctor of chiropractic, acupuncture/Oriental medicine practitioner, college professor or other health care practitioner) mailed by each author to the SCU Office of Admissions;
- Scanned Copy of a Valid Driver's License or Passport;
- A successful admissions interview.

Applicants for the DACM program with prerequisites in progress must complete such work prior to the starting date of classes and official transcripts showing such course work must follow in a timely manner. Students who have not submitted final transcripts prior to the start of the first day of classes will receive a provisional acceptance into the DACM program. The student must have a completed admissions file within 30 days of the start of the trimester. If the student does not have a complete admissions file by the 30th day, the student may be subject to Administrative Withdrawal from the program and will be responsible for any tuition due. Application and enrollment fees shall be valid for a maximum period of twelve months; which corresponds to three enrollment periods.

Academic Requirements for Admission

Candidates for admission to the CEM DACM program must possess a high school diploma or equivalent and must have completed at least three years (90 semester units or 150 quarter units) of education from an accredited college or university, earning a minimum grade point average of 3.0 on a 4.0 grade scale. In addition to the 90 semester units required for admission, applicants must complete a minimum of 3 semester units each in Biology, Chemistry, Physics, and Psychology. Each class meeting this requirement must be passed with a minimum "C" grade and a cumulative grade of 2.75 on a 4.0 scale for all classes meeting this specific requirement. Courses may be completed prior to matriculation or within one calendar year after starting the DACM Program at SCUHS. (*See below for new admissions prerequisite policy to be activated in Fall 2016) To be awarded the DACM degree, students take at least two academic years in residence. Since the pre-professional requirements are subject to change, please consult the Office of Admissions at the time of application. As per policy, all students applying for admission to the program must demonstrate English competency. This may be demonstrated with the TOEFL iBT exam (www.ets.org/toefl). Students taking the TOEFL must pass the iBT exam with an overall score of at least 80 and at least a minimum speaking exam score of 26 and a minimum listening exam score of 22. As an alternative, a student can score a level 6.5 on the International English Language Testing System (IELTS) exam to demonstrate competency.

***Starting in the Fall of 2016, all pre-requisites must be completed prior to matriculation into the DACM program.**

For a more detailed description of the program, click [here](#).

Institute of Science (IoS) Admissions Requirements

Preliminary Requirements for Admission

Applicants for admission must provide:

- A properly completed application for admission;
- One copy of the final transcript from the graduating high school or equivalent;
- Unofficial transcripts from each college and/or university previously attended showing all course work completed that fulfills any prerequisites needed; and
- A non-refundable application fee.

Applicants for the Institute of Science program with prerequisites in progress must complete such work prior to the starting date of classes and unofficial transcripts showing such course work must follow in a timely manner. Students must submit final transcripts prior to the end of the last day of the first course taken.

For a more detailed description of the program, click [here](#).

Integrated Science Program (ISP) Admissions Requirements

Preliminary Requirements for Admission

Applicants for admission must provide:

- A properly completed application for admission;
- One copy of the final transcript from the graduating high school or equivalent;
- Unofficial transcripts from each college and/or university previously attended showing all course work completed that fulfills any prerequisites needed; and
- A non-refundable application fee.

Applicants for the Institute of Science program with prerequisites in progress must complete such work prior to the starting date of classes and unofficial transcripts showing such course work must follow in a timely manner. Students must submit final transcripts prior to the end of the last day of the first course taken.

For a more detailed description of the program, click [here](#).

Ayurveda Certificate Program Admissions Requirements

Preliminary Requirements for Admission

Applicants for admission must provide:

- A properly completed application for admission;
- An official high school transcript or GED certificate;
- One letter of recommendation; and
- A summary of the student's academic background and strengths and how he/she has prepared for their career choice.

For a more detailed program description, click [here](#).

Massage Therapy Certificate Program Admissions Requirements

Preliminary Requirements for Admission

Applicants for admission must provide:

- A properly completed application for admission;
- An official high school transcript or GED certificate;
- One letter of recommendation;
- Summarize your academic background and strengths and how you have prepared for your career choice; and
- Prospective students must attain the age of 18 years prior to the start of class.

For a more detailed program description, click [here](#).

Residency Programs

For more detailed program descriptions, click [here](#).

ADMISSIONS REQUIREMENTS FOR ALL RESIDENCY PROGRAMS

SCU currently has three residency programs. They are as follows:

1. Spine Care
2. Sports Medicine
3. Diagnostic Imaging

The minimum specific requirements the applicant must meet for residency consideration include the following:

- The applicant will have achieved a minimum cumulative GPA of 3.0 on a 4.0 scale or equivalent;

- The applicant must have earned a DC degree from an accredited chiropractic college; and
- Have a current, full, active, and unrestricted chiropractic license in California or be eligible for such licensure.

Selection of residents will be made without regard to race, color, national origin, sex, age, or sexual orientation.

Eligibility Requirements

Programs will be open to applicants who hold a DC degree from a CCE-accredited program. Applicants must have a current, full, active, and unrestricted chiropractic license in the state of California or be eligible to sit for the California board examination. Ideal candidates will be within three years of graduation.

Application process checklist (for applicant)

Please complete the following steps before submitting your application:

- Complete Residency Application Form;
- Three letters of recommendation;
- Curriculum Vitae;
- Submit a copy of your license or a letter from the CA State Board indicating your eligibility to sit for the licensure examination;
- Submit Verification of Licensure in Good Standing from all states where licensed;
- The applicant must have successfully completed Parts I, II, III, IV, & PT of the NBCE Boards and have scores submitted as soon as available;
- TOEFL results for those applicants whose second language is English;
- Application fee, a \$50.00 non-refundable application fee must accompany the application; and
- Have Official Transcripts from all colleges attended sent to the LACC Dean's Office.

A committee of program faculty including representation by the academic affiliate as appropriate will take part in the review of applications for all of the minimally acceptable candidates. The resident will ultimately be selected following an interview process for the most qualified candidates. Telephone interviews may be arranged in instances when a visit cannot be scheduled. The selected resident will receive a letter of appointment from SCU confirming the applicant's acceptance of the position and providing information regarding the duration of the program, hours of attendance, and stipend. Applicants will be informed in writing of the decision of the committee.

For program descriptions, click [here](#).

Special Requirements for Admission

International Students

By federal law, SCU is authorized to enroll non-immigrant alien students who comply with the following requirements:

- Submit proof of English language proficiency (Please see General Requirements for Admission in this section for additional information);
- Submit evidence of possessing financial resources to complete the academic program;
- Submit proof of health insurance which provides coverage in the United States;
- Submit all supporting documentation, preferably six months prior to expected enrollment no later than thirty (30) days prior to the start of the term;
- Comply with the laws, rules and regulations of the United States Citizenship and Immigration Services (USCIS);
- All foreign academic transcripts are to be evaluated by a recognized foreign evaluation agency, with an original of the evaluation and copy of transcripts forwarded directly to the Office of Admission; and
- Chiropractic Specific Requirement: Graduates of the French Chiropractic Propedeutique program at the Faculte Libre de Paris, the Richmond College of London Pre-professional program, the Swiss Matura and First Medical Propedeutical program or the pre-chiropractic program of Odense University, Denmark, or other CCE-approved programs should submit to the Office of Admission the documentation required by their country.

Only candidates who have also filed an application with a \$50 fee will be considered for admission. They will be notified in writing regarding their admission status.

Transfer Requirements for Admission

Transfer from Chiropractic Programs

International Chiropractic Colleges

Southern California University of Health Sciences may accept credits of students transferring from foreign chiropractic colleges not having status with the Commission on Accreditation of the Council on Chiropractic Education. Such transfer students must meet the current admission requirements in effect at SCU. Transfer students are advised that, on the basis of such transfer credits, they may be ineligible for licensure in one or more states and/or other countries. Additionally, any student transferring to SCU's Doctor of Chiropractic Program must have earned not less than the last 25% of their total credits leading to the Doctor of Chiropractic degree from SCU. Transfer students must submit a letter of good standing from the previous Chiropractic institution attended. All advanced standing courses are subject to approval by the Dean of the Los Angeles College of Chiropractic

Domestic Chiropractic Colleges

Southern California University of Health Sciences may accept credits of students transferring from chiropractic colleges having status with the Commission on Accreditation of the Council on Chiropractic Education. Such transfer students must meet the current admission requirements in effect at SCU. Transfer students are advised that, on the basis of such transfer credits, they may be ineligible for licensure in one or more states and/or other countries. Additionally, any student transferring to SCU's Doctor of Chiropractic Program must have earned not less than the last 25% of their total credits leading to the Doctor of Chiropractic degree from SCU. Transfer students must submit a letter of good standing from the previous Chiropractic institution attended. All advanced standing courses are subject to approval by the Dean of the Los Angeles College of Chiropractic

Evaluation & Placement of Transfer Students

Evaluation and placement of transfer students shall be made by the Dean of the appropriate program of study upon receipt of the following by the Office of Admission:

- Official transcripts from the transferring student's previous institution;
- Copy of high school transcripts or diploma;
- Official transcripts from all colleges or universities attended;
- Catalog of the transferring student's college or university so that courses equivalent in content and quality to those taught at LACC or CEM may be evaluated and accepted;
- \$50 application fee;
- All general requirements for admission (Note: a minimum of twenty-five (25) percent of LACC's educational program must be completed at SCU by each transfer student to qualify to receive a diploma from SCU.); and
- For certain courses, a fee will be assessed for competency testing. Please contact the Dean of the appropriate program for details.

Transfer Students from Acupuncture & Oriental Medicine Programs (MAOM and DACM)

To be considered for advanced standing, the official transcript(s) will be evaluated and the following criteria will be applied:

- Only transfer credit for actual coursework successfully completed at an accredited college/university listed in the Higher Education Directory or approved by the appropriate government agency, in the case of international students, will be considered;
- For ACAOM (Accreditation Commission for Acupuncture and Oriental Medicine) accredited schools and California Acupuncture Board approved schools – 100% transfer credit may be awarded, providing that the actual coursework to be transferred has been successfully completed and is equivalent to the relevant course(s) at SCU/CEM;
- For students applying from schools not approved by the California Acupuncture Board, but accredited by ACAOM, and for students applying from schools outside of the United States:
 - Actual Western Medicine coursework - up to 100% transfer credit may be awarded if the coursework has been completed successfully and was completed at a college/university accredited or approved by an agency recognized by the U.S. Department of Education;

- Oriental Medicine coursework - up to 50% transfer credit may be awarded for course work successfully completed provided that at least 50% of the actual coursework hours in these subjects are completed at SCU/CEM. SCU/CEM may require the student to take an examination to demonstrate a level of knowledge comparable to that achieved by an SCU/CEM student in these same areas before credit is awarded;
- Clinical Internship - up to 25% transfer credit may be awarded for actual clinical coursework and instruction received. Western Medicine internship training may not be transferred for AOM program clinical credit;
- A student must complete the total number of hours offered in a SCU/CEM course in order to receive full advanced standing. For example, an Anatomy/Physiology course must be 100 hours or more if the SCU/CEM Anatomy/Physiology course is 100 hours;
- If a student has successfully completed a minimum of 70% or more of the required hours in a course, that student will need to attend the required course in order to complete the number of hours that are deficient. The professor of the particular course will verify the student's competency in the course through a comprehensive examination;
- If a student has completed less than 70% of the required hours in a course, the relative class must be successfully repeated in its entirety for credit;
- Any courses with a grade below a "C" are not transferable toward the graduation requirement.

A student must successfully complete a minimum of one calendar year- three (3) trimesters at SCU/CEM in order to satisfy the residency requirement as outlined by ACAOM for the MAOM program and two calendar years (6) trimesters at SCU/CEM for the DACM program.

- In addition, in order to ensure the quality of education at SCU/CEM, the student must successfully complete all of the required coursework beginning with Term IV as indicated on the Course Schedule under the College of Eastern Medicine section and all clinical training as a graduation requirement;
- All special transfer credits must be approved by the Dean of the College of Eastern Medicine;
- Students enrolled in the CEM program may not be concurrently enrolled in another AOM school;
- In order for an SCU matriculated student to receive advanced standing for approved classes taken at another AOM school, all advanced standing courses must be taken prior to enrollment at SCU/CEM.

Any student that has been dismissed for academic or non-academic reasons from any other school of acupuncture may be denied admission into SCU/CEM.

SCU/CEM may accept credits of students transferring from institutions not having status with SCU accrediting agencies. Transfer students are advised that, on the basis of such transfer credits, they may be ineligible for licensure in one or more states.

Evaluation & Placement of Transfer Students

Evaluation and placement of transfer students shall be made by the Dean of the appropriate program of study upon receipt of the following by the Office of Admission:

- Official transcripts from the transferring student's previous institution;

- Copy of high school transcripts or diploma;
- Official transcripts from all colleges or universities attended;
- Catalog of the transferring student's college or university so that courses equivalent in content and quality to those taught at LACC or CEM may be evaluated and accepted;
- \$50 application fee;
- All general requirements for admission (Note: a minimum of twenty-five (25) percent of LACC's educational program must be completed at SCU by each transfer student to qualify to receive a diploma from SCU.);
- For certain courses, a fee will be assessed for competency testing. Please contact the Dean of the appropriate program for details.

Interview Process

In addition to meeting admissions requirements, only those individuals who are capable of being a credit to the University and the alternative health care professions will be admitted to SCU. Personal characteristics, including professionalism, moral character, integrity, and personal initiative, are among the important factors considered for admission.

DC Program Interview Process

A personal interview with a member of the Faculty Admissions Committee will be required of applicants prior to final selection. This personal admissions interview will normally be scheduled on campus. Under certain circumstances, an off-campus or telephone admissions interview may be arranged.

DACM Program Interview Process

A personal interview with a member of the Faculty Admissions Committee will be required of applicants prior to final selection. This personal admissions interview will normally be scheduled on campus. Under certain circumstances, an off-campus or telephone admissions interview may be arranged.

MAOM Program Interview Process

A personal interview with a member of the Faculty Admissions Committee will be required of applicants prior to final selection. This personal admissions interview will normally be scheduled on campus. Under certain circumstances, an off-campus or telephone admissions interview may be arranged.

Interview Process for student scheduled for concurrent completion of both the DC and MAOM program

A personal interview with a member of the Faculty Admissions Committee from both the LACC and the CEM will be required of applicants prior to final selection. This personal admissions interview will normally be scheduled on campus. Applicants entering the DC and MAOM Programs must meet the interview criteria for the both programs. Under certain circumstances, an off-campus or telephone admissions interview may be arranged.

BSBS Program Interview Process: N/A

Institute of Science Interview Process: N/A

Integrated Science Program Interview Process: N/A

Ayurveda Certificate Program Interview Process

A personal interview with the Director of the Ayurveda Program will be required of applicants prior to final selection. This personal admissions interview will normally be scheduled on campus. Under certain circumstances, an off-campus or telephone admissions interview may be arranged.

Massage Therapy Certificate Program Interview Process

A personal interview with the Admissions Director will be required of applicants prior to final selection. This personal admissions interview will normally be scheduled on campus. Under certain circumstances, an off-campus or telephone admissions interview may be arranged.

Residency Program Interview Process

A personal interview with the Residency Committee will be required of applicants prior to final selection. This interview will normally be scheduled on campus in connection with the testing process required of residency candidates. Under certain circumstances, an off-campus or telephone interview may be arranged. Each prospective resident shall be notified in writing concerning the decision of the committee.

Process for Accepted Students

Applicants who have successfully completed their interview and have been accepted into the University are formally notified by letter. In order to reserve a space in an entering class, an accepted student has the following options for payment of the first trimester tuition and fees:

- Pay an enrollment deposit in the amount of \$250 (for each program): The deposit is not refundable and will be credited toward the total tuition payment which is due 30 days before the start of classes; and
- Pay the entire tuition 30 days prior to the first day of class: In choosing this option, the accepted student will be granted a 5% discount on the first term tuition in either degree program. Students who enroll in multiple degree programs and pay the entire tuition 30 days prior to the first day of class will receive a 5% discount in each program.

Only official correspondence from the Office of Admission or University administration shall be considered binding.

Physical Examination

All new students are required to have a complete physical examination coordinated by the University Health Center Whittier that will be completed during the first trimester. Results of a Tuberculosis Skin or Blood Test are required before the end of the first trimester.

Orientation

All new students are required to attend the University's two day orientation program. During this two-day orientation, students register for classes, receive financial aid information, review and contractually accept policies and procedures, and are introduced to key members of the SCU community, etc.

Admissions Contact

Applicants and other interested parties may reach the University's Office of Admissions by phone; toll free, at 1-877-434-7757 or 1-562-902-3309. General information on the University and its programs, the admission process, financial aid, and an SCU application are all available on SCU's web-site: www.scuhs.edu. The Office of Admissions may be contacted by e-mail at Admissions@scuhs.edu.

Technical Requirements for Success

Bachelor's of Science in Biological Sciences (BSBS)

The primary goal of the Bachelor of Science in Biological Sciences in the College of Science and Integrative Health is to prepare students with a strong foundation in Life Sciences. Basic science education requires that the acquisition and utilization of scientific and professional knowledge be accompanied by necessary skills, professional attitudes, and behavior. The CSIH maintains that prospective and enrolled students must meet certain technical standards, which are essential for successful completion of all phases of the educational program. Candidates for the Bachelor of Science degree must meet the following technical standards with or without reasonable accommodations. Candidates for admission and students must demonstrate:

1. The ability to sit and focus for long stretches of time in the classroom or laboratory setting without being disruptive to other students;
2. The strength, manual dexterity, and tactile perceptiveness and ability to perform in all laboratory settings, and to maintain the safety and wellbeing of fellow students without posing a threat to themselves or others;
3. Computer literacy skills including, but not limited to, using the CSIH online teaching platform, word applications, valid online research sites, and the library search functions;
4. The ability to reason, learn, and perform independently demonstrating the conceptual, integrative, and quantitative skills that are necessary for critical thinking, problem solving, measurement, and calculation; and
5. The emotional health required for the full use of intellectual abilities, the exercise of good judgment, and the prompt and safe completion of all responsibilities; the ability to adapt to change, to display flexibility, and to learn to function in the face of uncertainties and stressful situations; empathy, integrity, concern for others, interpersonal skills, interest, and motivation which will be assessed during the admissions process and throughout their education.

Doctor of Chiropractic Degree

The primary goal of Los Angeles College of Chiropractic is to prepare students to become competent, caring Doctors of Chiropractic. Contemporary chiropractic education requires that the acquisition and utilization of scientific and professional knowledge be accompanied by necessary sets of skills, professional attitudes and behavior.

The Los Angeles College of Chiropractic maintains that prospective and enrolled students must meet certain technical standards, which are essential for successful completion of all phases of the educational program. Candidates for the Doctor of Chiropractic degree must meet the following technical standards with or without reasonable accommodations:

1. The strength, coordination, and ability to stand and use the torso and all limbs in the performance of common chiropractic manual procedures and techniques;
2. The strength, manual dexterity, and tactile perceptiveness and ability to perform in all laboratory and clinical settings, to diagnose and treat human ailments, and to maintain the safety and wellbeing of fellow students and patients without posing a threat to themselves;
3. The visual, hearing and speech skills and personal hygiene requisite to professional performance including reading all forms of diagnostic imaging, using microscopes, eliciting and recording patient histories, performing all auscultatory exams, and performing any and all other diagnostic and therapeutic procedures;
4. The ability to reason, learn, and perform independently demonstrating the conceptual, integrative, and quantitative skills that are necessary for critical thinking, problem solving, measurement, calculation, the ability to comprehend three-dimensional and spatial relationships, diagnosis, and therapeutic applications; and
5. The emotional health required for the full use of intellectual abilities, the exercise of good judgment, and the prompt and safe completion of all responsibilities; the ability to adapt to change, to display flexibility and to learn to function in the face of uncertainties and stressful situations; empathy, integrity, concern for others, interpersonal skills, interest, and motivation which will be assessed during the admissions process and throughout their education.

Master of Acupuncture and Oriental Medicine Degree

The primary goal of College of Eastern Medicine (CEM) is to prepare students to become competent, caring AOM practitioners. Contemporary AOM education requires that the acquisition and utilization of scientific and professional knowledge be accompanied by necessary sets of skills, professional attitudes and behavior. The College of Eastern Medicine maintains that prospective and enrolled students must meet certain technical standards, which are essential for successful completion of all phases of the educational program. Candidates for the Master and Doctor of Acupuncture & Oriental Medicine (DACM & MAOM) degree must meet the following technical standards with or without reasonable accommodations. Candidates for admission and students must demonstrate:

1. The strength, coordination, and ability to stand and use the torso and all limbs in the performance of common AOM manual procedures and techniques;
2. The strength, manual dexterity, and tactile perceptiveness and ability to perform in all laboratory and clinical settings, to diagnose and treat human ailments, and to maintain the safety and wellbeing of fellow students and patients without posing a threat to themselves;
3. The visual, hearing and speech skills and personal hygiene requisite to professional performance including performing tongue and pulse diagnosis, eliciting and recording patient histories, performing all auscultatory exams, and performing any and all other diagnostic and therapeutic procedures;

4. The ability to reason, learn, and perform independently demonstrating the conceptual, integrative, and quantitative skills that are necessary for critical thinking, problem solving, measurement, the ability to comprehend three-dimensional and spatial relationships, diagnosis, and therapeutic applications; and
5. The emotional health required for the full use of intellectual abilities, the exercise of good judgment, and the prompt and safe completion of all responsibilities; the ability to adapt to change, to display flexibility and to learn to function in the face of uncertainties and stressful situations, empathy, integrity, concern for others, interpersonal skills, interest, and motivation which will be assessed during the admissions process and throughout their education.

Doctor of Acupuncture and Chinese Medicine Degree

The primary goal of College of Eastern Medicine (CEM) is to prepare students to become competent, caring AOM practitioners. Contemporary AOM education requires that the acquisition and utilization of scientific and professional knowledge be accompanied by necessary sets of skills, professional attitudes and behavior. The College of Eastern Medicine maintains that prospective and enrolled students must meet certain technical standards, which are essential for successful completion of all phases of the educational program. Candidates for the Master and Doctor of Acupuncture & Oriental Medicine (DACM & MAOM) degree must meet the following technical standards with or without reasonable accommodations. Candidates for admission and students must demonstrate:

1. The strength, coordination, and ability to stand and use the torso and all limbs in the performance of common AOM manual procedures and techniques;
2. The strength, manual dexterity, and tactile perceptiveness and ability to perform in all laboratory and clinical settings, to diagnose and treat human ailments, and to maintain the safety and wellbeing of fellow students and patients without posing a threat to themselves;
3. The visual, hearing and speech skills and personal hygiene requisite to professional performance including performing tongue and pulse diagnosis, eliciting and recording patient histories, performing all auscultatory exams, and performing any and all other diagnostic and therapeutic procedures;
4. The ability to reason, learn, and perform independently demonstrating the conceptual, integrative, and quantitative skills that are necessary for critical thinking, problem solving, measurement, the ability to comprehend three-dimensional and spatial relationships, diagnosis, and therapeutic applications; and
5. The emotional health required for the full use of intellectual abilities, the exercise of good judgment, and the prompt and safe completion of all responsibilities; the ability to adapt to change, to display flexibility and to learn to function in the face of uncertainties and stressful situations; empathy, integrity, concern for others, interpersonal skills, interest, and motivation which will be assessed during the admissions process and throughout their education.

Institute of Science (IoS)

The primary goal of the IoS courses within the Division of Professional Studies (DPS) is to prepare students to become competent and confident students of the sciences.

1. The Division of Professional Studies maintains that prospective and enrolled students must meet certain technical standards, which are essential for successful completion of all phases of the educational program. Participants of the IoS Program must meet the following technical standards with or without reasonable accommodations:
 - a. Maintain the safety and well-being of fellow students without posing a threat to themselves.
 - b. The visual, hearing and speech skills and personal hygiene requisite to acceptable academic performance.
 - c. The ability to reason, learn, and perform independently demonstrating the conceptual, integrative, and quantitative skills that are necessary for critical thinking, problem solving, measurement, the ability to comprehend three-dimensional and spatial relationships.
 - d. The emotional health required for the full use of intellectual abilities, the exercise of good judgment, and the prompt and safe completion of all responsibilities; the ability to adapt to change, to display flexibility and to learn to function in the face of uncertainties and stressful situations; empathy, integrity, concern for others, interpersonal skills, interest, and motivation which will be assessed during the admissions process and throughout their education.

Integrated Science Program (ISP)

The primary goal of the ISP courses within the Division of Professional Studies (DPS) is to prepare students to become competent and confident students of the sciences. The Division of Professional Studies maintains that prospective and enrolled students must meet certain technical standards, which are essential for successful completion of all phases of the educational program. Participants of the ISP Program must meet the following technical standards with or without reasonable accommodations:

1. Maintain the safety and well-being of fellow students without posing a threat to themselves;
2. The visual, hearing and speech skills and personal hygiene requisite to acceptable academic performance;
3. The ability to reason, learn, and perform independently demonstrating the conceptual, integrative, and quantitative skills that are necessary for critical thinking, problem solving, measurement, the ability to comprehend three-dimensional and spatial relationships; and
4. The emotional health required for the full use of intellectual abilities, the exercise of good judgment, and the prompt and safe completion of all responsibilities; the ability to adapt to change, to display flexibility and to learn to function in the face of uncertainties and stressful situations; empathy, integrity, concern for others, interpersonal skills, interest, and motivation which will be assessed during the admissions process and throughout their education.

Ayurveda and Massage Therapy Certificate Programs

The primary goal of the certificate programs in the Division of Professional Studies (DPS) is to prepare students to become competent, caring, practitioners. Contemporary Ayurvedic Medicine and Massage Therapy education requires that the acquisition and utilization of scientific and professional knowledge be accompanied by necessary sets of skills, professional attitudes, and behaviors. The Division of Professional Studies maintains that prospective and enrolled students must meet certain technical standards, which are essential for successful completion of all phases of the educational program. Candidates for the Certificates in Ayurvedic Medicine and Massage Therapy must meet the following technical standards with or without reasonable accommodations. Candidates for admission and students must demonstrate: The strength, coordination, and ability to stand and use the torso and all limbs in the performance of common manual procedures and techniques.

1. The strength, manual dexterity, and tactile perceptiveness and ability to perform in all laboratory and clinical settings, to diagnose and treat human ailments, and to maintain the safety and well-being of fellow students and patients without posing a threat to themselves;
2. The visual, hearing and speech skills and personal hygiene requisite to professional performance including performing any and all diagnostic and therapeutic procedures;
3. The ability to reason, learn, and perform independently demonstrating the conceptual, integrative, and quantitative skills that are necessary for critical thinking, problem solving, measurement, the ability to comprehend three-dimensional and spatial relationships, diagnosis, and therapeutic applications; and
4. The emotional health required for the full use of intellectual abilities, the exercise of good judgment, and the prompt and safe completion of all responsibilities; the ability to adapt to change, to display flexibility and to learn to function in the face of uncertainties and stressful situations; empathy, integrity, concern for others, interpersonal skills, interest, and motivation which will be assessed during the admissions process and throughout their education.

Residency Programs

The primary goal of each SCU Residency Program is to prepare residents to become competent, caring specialists in their chosen field. Contemporary clinical education requires that the acquisition and utilization of scientific and professional knowledge be accompanied by necessary sets of skills, professional attitudes and behavior.

SCU maintains that residents must meet certain technical standards, which are essential for successful completion of all phases of the educational program. Candidates for Residency Completion Certificates must meet the following technical standards with or without reasonable accommodations:

1. The strength, coordination, and ability to stand and use the torso and all limbs in the performance of common chiropractic manual procedures and techniques;
2. The strength, manual dexterity, and tactile perceptiveness and ability to perform in all laboratory and clinical settings, to diagnose and treat human ailments, and to maintain the safety and wellbeing of fellow residents, students, and patients without posing a threat to themselves;

3. The visual, hearing, and speech skills and personal hygiene requisite to professional performance including reading all forms of diagnostic imaging, using microscopes, eliciting and recording patient histories, performing all auscultatory exams, and performing any and all other diagnostic and therapeutic procedures;
4. The ability to reason, learn, and perform independently demonstrating the conceptual, integrative, and quantitative skills that are necessary for critical thinking, problem solving, measurement, calculation, the ability to comprehend three-dimensional and spatial relationships, diagnosis, and therapeutic applications; and
5. The emotional health required for the full use of intellectual abilities, the exercise of good judgment, and the prompt and safe completion of all responsibilities; the ability to adapt to change, to display flexibility and to learn to function in the face of uncertainties and stressful situations; empathy, integrity, concern for others, interpersonal skills, interest, and motivation which will be assessed during the admissions process and throughout their education.

Graduation Requirements

Bachelor's of Science in Biological Sciences (BSBS) Graduation Requirements

Students completing the BSBS Program must satisfy the admissions requirements, general education (GE) requirements, and major course requirements outlined below.

General Education (GE): Of the 56 total required semester credits, 33 must satisfy GE Requirements

Areas: (A) Humanities, (B) English/Writing, (C) Math, (D) History, (E) Language, (F) Social Science

1. 6 Credits of Humanities, Art, Literature
2. 6 Credits of English, Writing Composition or Related
3. 6 Credits of College Mathematics or Statistics Course
4. 3 Credits of U.S. History, World History, or Related
5. 3 Credits of Foreign Language or Computer Language
6. 9 Credits of Psychology, Sociology, Criminal Justice, Anthropology or related

SCU Major Requirements (72 Semester Credits/18 Courses)

1. 8 Credits of Biology and Lab (I & II)
2. 8 Credits of General Chemistry and Lab (I & II)
3. 4 Credits of Microbiology and Lab
4. 8 Credits of Physics (I & II)
5. 8 Credits of Organic Chemistry and Lab (I & II)
6. 8 Credits of Anatomy and Physiology and Lab (I & II)
7. 4 Credits of Biochemistry and Lab
8. 4 Credits of Integrative Health: Alternative Medicine & Complimentary Care
9. 4 Credits of Human Genetics
10. 8 Credits of Electives Integrative Health Elective (I & II)
11. 4 Credits of Integrative Health Field Practicum
12. 4 Credits of Integrative Health Capstone/Thesis

Undergraduate Thesis Project and Field Practicum

Each student must complete an undergraduate thesis project and are required to complete coursework within a field practicum placement setting. The field practicum must be approved and consist of a non-profit organization that provides integrative health or alternative or complimentary medicine. The student will volunteer and provide weekly status reports and gain knowledge and experience first-hand as they provide services for a community agency. Students will connect this experience to their capstone project/thesis. In addition to coursework, exams, quizzes and readings, students will research, prepare

and write an APA style term paper on their field practicum experience as it relates to integrative medicine, integrative health care and interprofessional practice.

Satisfactory Academic Progress (SAP)

Satisfactory Academic Progress is based on three components:

1. Earned Units (Required Completion Percentage);
2. Cumulative Grade Point Average (Cumulative GPA above 2.0); and
3. Maximum Timeframe Limit.

Satisfactory Academic Progress will be reviewed twice a year for currently enrolled financial aid recipients due to the expedited nature of the program. This review will take place at the end of the spring and summer terms. Students considered to have special circumstances may be reviewed at the end of each enrollment period. The Financial Aid Office at Southern California University of Health Sciences is in charge of evaluating Satisfactory Academic Progress, according to all federal regulations and the provisions of this policy.

The SAP standards that apply to students receiving financial aid also apply to those aid receiving students during periods when they are not receiving aid. For example, if a student receives financial aid during Spring and Fall terms, but does not receive financial aid for an intervening summer term, that student will still need to maintain Satisfactory Academic Progress during the Summer term in order to be considered in good standing to continue to receive financial aid in the Fall.

Attendance Policy

Students are required to attend all hours of the program. In the case of an excused absence, students should contact the instructor to see what arrangements can be made to make-up the hours missed. Students are responsible for being on time and prepared for each class session with homework assignments completed, appropriate attire, supplies, etc. All homework and in-class assignments and exams will be graded. Students must maintain a 75% average on all assignments and exams to successfully continue in and complete the program. Students who fail to maintain hours and grades may be placed on academic probation and/or dismissed from the program.

The maximum amount of seat time students in the BSBS can miss is 20%. The distance-learning portion is asynchronous learning, and it is the instructor's prerogative to accept or reject a student's late work.

It is expected that students attend all lecture and laboratory sessions. To obtain credit for a course a student must be present in class/laboratory a minimum of 80% of the time. Note that in all BS four-credit, five-week courses, 20% represents a maximum of ten (10) absence hours: maximum of ten (10) hours in lecture or maximum of ten (10) hours in laboratory.

Any absence excused or otherwise, does not exempt students from any academic requirements. The student is responsible for all of the work and activities associated with the class or lab that the student has missed.

Policy on Incomplete Grade

An incomplete grade ("I") may be reported for a student that, for a good and acceptable reason, is unable to complete all coursework, according to the provisions in this policy.

1. Any student finding him/herself in an emergency situation that prevents his/her completing all assigned work by the end of the course can request an incomplete grade from his/her instructor. Reasons for requesting an incomplete grade: a) Medical emergency. b) Family emergency. c) Other justifiable emergencies that prevent the students to attend class and/or completing assigned coursework. The student must present documentation supporting the emergency when requesting an incomplete grade.
2. In order to be eligible for the incomplete grade, besides being in an emergency situation as stated in item 1 above, the student must meet all the following requirements: a) Student has attended at least 62.5% of the course (two full weekends plus one full day of class). b) Student has completed at least 50% of the assignments and quizzes/tests for the course. c) Student has a passing grade for the 50% of assignment and quizzes/tests that have been completed.
3. The student is not allowed to carry more than one incomplete grade at the same time.
4. The student with an "I" is required to complete the coursework within one academic year from the course start date. Failure in comply with this requirement will result in such an "I" grade automatically be changed to an "F" grade.
5. In completing the coursework as indicated in item 4, the student:
 - a. Carries the same grades of the assignments, quizzes, and tests he or she completed in the original course;
 - b. Must attend 100% of the missing classes he or she did not attend in the original course due to the emergency situation; and
 - c. Must complete all missing assignments, quizzes, tests, and the final exam that he or she did not complete during the original course.
6. No tuition and fees refund is due to any student that requests an incomplete grade.
7. In order to request an incomplete grade the student must complete an "Incomplete Grade Petition" with the teacher and file the completed petition with SPS.

Earned Units (Required Completion Percentage)

1. Earned units" (or "completed units") with satisfactory academic progress are those courses in which the student receives a passing grade. The number of units completed with a grade of "I" (incomplete), "F" (fail), "W" (withdraw), missing grades, no grades, and for audited classes ("AU") will not count as earned units toward the minimum satisfactory academic progress requirement.
2. "Attempted units" are those units the student remains enrolled in after the add/drop period for each course. The number of units completed with a grade of "I" (incomplete), "F" (fail), "W" (withdraw), missing grades, no grades, and for audited classes ("AU") will count as attempted units toward the minimum satisfactory academic progress requirement.
3. The student must successfully complete a minimum of 67% of total attempted hours in each term (Spring, Summer, Fall) to meet the requirement for satisfactory academic progress towards

earned units.

Cumulative Grade Point Average (Cumulative GPA)

The student must maintain a minimum cumulative grade point average (GPA) of 2.0 on a 4.0 scale in order to meet the requirement for satisfactory academic progress towards cumulative GPA.

Additionally, all graduates of programs are expected to attend public commencement exercises. In extreme hardship cases, a student may be excused, but only upon written request, that will be presented to the Student Affairs Office for approval.

For program details, click [here](#).

Doctor of Chiropractic Program Graduation Requirements

The Doctor of Chiropractic degree may be conferred upon those who have fulfilled the following requirements:

1. Are 21 years of age and exhibit good moral character;
2. Spent at least 10 terms of resident study as a matriculated chiropractic student in an accredited college of which the final 25% of the total credits required must be from Los Angeles College of Chiropractic;
3. Completed all courses in the curriculum (or their equivalent) and met minimal hours of attendance at Los Angeles College of Chiropractic;
4. Demonstrated at least a 2.0 cumulative grade point average from courses at Los Angeles College of Chiropractic;
5. Fulfilled the clinical internship requirements as stated in the Internship Manual;
6. Are free of all indebtedness and other obligations to the university; and
7. Are recommended for graduation by the faculty and the president of the university.

Additionally, all graduates of programs are expected to attend public commencement exercises. In extreme hardship cases, a student may be excused, but only upon written request, that will be presented to the Student Affairs Office for approval.

For a more detailed description of the program, click [here](#).

Master of Acupuncture and Oriental Medicine Graduation Requirements

The Master of Acupuncture and Oriental Medicine degree (MAOM) is conferred upon those who have fulfilled the following requirements:

1. Are 21 years of age and exhibit good moral character;

2. Successfully completed four (4) academic years, eight (8) semesters, twelve (12) quarters, nine (9) trimesters or thirty-six (36) months at an accredited or candidate program of which a minimum of three (3) trimesters must be completed in residency at SCU/College of Eastern Medicine;
3. Demonstrated at least a 2.0 cumulative grade point average from courses at CEM;
4. Fulfilled the clinical internship requirements as stated in the Internship Manual;
5. Are free of all indebtedness and other obligations to the University; and
6. Are recommended for graduation by the faculty and the President of the University.

Additionally, all graduates of programs are expected to attend public commencement exercises. In extreme hardship cases, a student may be excused, but only upon written request, that will be presented to the Student Affairs Office for approval.

For a more detailed description of the program, click [here](#).

Doctor of Acupuncture and Chinese Medicine Graduation Requirements

The Doctor of Acupuncture and Chinese Medicine degree (DACM) is conferred upon those who have fulfilled the following requirements:

1. Are 21 years of age and exhibit good moral character;
2. Successfully completed five (5) academic years, nine (9) semesters, fourteen (14) quarters, ten (10) trimesters or forty (40) months at an accredited or candidate program of which a minimum of three (3) trimesters must be completed in residency at SCU/College of Eastern Medicine;
3. Demonstrated at least a 2.0 cumulative grade point average from courses at CEM;
4. Fulfilled the clinical internship requirements as stated in the Internship Manual;
5. Are free of all indebtedness and other obligations to the University; and
6. Are recommended for graduation by the faculty and the president of the University.

Additionally, all graduates of programs are expected to attend public commencement exercises. In extreme hardship cases, a student may be excused, but only upon written request, that will be presented to the Student Affairs Office for approval. (Please see the Academic Programs section for additional information.)

For a more detailed description of the program, click [here](#).

Institute of Science (IoS) Program

Continuation Requirements

Attendance Policy

Students are required to attend all hours of the program. In the case of an excused absence, students should contact the instructor to see what arrangements can be made to make-up the hours missed. Students are responsible for being on time and prepared for each class session with homework assignments completed, appropriate attire, supplies, etc. All homework and in-class assignments and exams will be graded. Students must maintain a 75% average on all assignments and exams to successfully continue in and complete the program. Students who fail to maintain hours and grades may be placed on academic probation and/or dismissed from the program.

The maximum amount of seat time students in the IoS can miss is 20%. The distance-learning portion is asynchronous learning, and it is the instructor's prerogative to accept or reject a student's late work.

It is expected that students attend all lecture and laboratory sessions. To obtain credit for a course a student must be present in class/laboratory a minimum of 80% of the time. Note that in all IoS four-credit, four-week courses, 20% represents a maximum of ten (10) absence hours: maximum of ten (10) hours in lecture or maximum of ten (10) hours in laboratory.

Any absence excused or otherwise, does not exempt students from any academic requirements. The student is responsible for all of the work and activities associated with the class or lab that the student has missed.

If excessive absence of a student is established in a class at any time, that student will be withdrawn from the class and assigned a grade of "WF" in that class. If three or more courses are assigned "WF" as a result of excessive absences, the student may be subject to suspension or dismissal from the college. The dean's office shall make notification of such action in writing. In exceptional circumstances, the dean shall have the authority to make a recommendation for exception to enforcement of the guidelines for suspension or dismissal.

Students who must be absent may request that the dean excuse the absence. Absences deemed acceptable by the dean will be counted as excused absences. Only those absences that meet the "make-up examination" criteria will be deemed acceptable (i.e., illness, car problems, religious holidays, death in family, etc.). Documentation must be provided for an excused absence to be approved. All forms must be completed within seven calendar days upon returning to the campus. Excuses that are presented after seven days will not be approved by the dean or forwarded to the faculty. An excused absence is still considered part of the overall attendance policy.

Students may withdrawal from a class any time prior to the final exam and earn a grade of "W." Students can continue to the next course as long as any pre-requisites have been met.

Policy on Incomplete Grade

An incomplete grade ("I") may be reported for a student that, for a good and acceptable reason, is unable to complete all coursework, according to the provisions in this policy.

1. Any student finding him/herself in an emergency situation that prevents his/her completing all assigned work by the end of the course can request an incomplete grade from his/her instructor. Reasons for requesting an incomplete grade: a) Medical emergency. b) Family emergency. c) Other justifiable emergencies that prevent the students to attend class and/or completing assigned coursework. The student must present documentation supporting the emergency when requesting an incomplete grade.
2. In order to be eligible for the incomplete grade, besides being in an emergency situation as stated in item 1 above, the student must meet all the following requirements: a) Student has attended at least 62.5% of the course (two full weekends plus one full day of class). b) Student has completed at least 50% of the assignments and quizzes/tests for the course. c) Student has a passing grade for the 50% of assignment and quizzes/tests that have been completed.
3. The student is not allowed to carry more than one incomplete grade at the same time.
4. The student with an "I" is required to complete the coursework within one academic year from the course start date. Failure in comply with this requirement will result in such an "I" grade automatically be changed to an "F" grade.
5. In completing the coursework as indicated in item 4, the student:
 - a. Carries the same grades of the assignments, quizzes, and tests he or she completed in the original course;
 - b. Must attend 100% of the missing classes he or she did not attend in the original course due to the emergency situation; and
 - c. Must complete all missing assignments, quizzes, tests, and the final exam that he or she did not complete during the original course.
6. No tuition and fees refund is due to any student that requests an incomplete grade.
7. In order to request an incomplete grade the student must complete an "Incomplete Grade Petition" with the teacher and file the completed petition with IoS.

Earned Units (Required Completion Percentage)

1. Earned units" (or "completed units") with satisfactory academic progress are those courses in which the student receives a passing grade. The number of units completed with a grade of "I" (incomplete), "F" (fail), "W" (withdraw), missing grades, no grades, and for audited classes ("AU") will not count as earned units toward the minimum satisfactory academic progress requirement.
2. "Attempted units" are those units the student remains enrolled in after the add/drop period for each course. The number of units completed with a grade of "I" (incomplete), "F" (fail), "W" (withdraw), missing grades, no grades, and for audited classes ("AU") will count as attempted units toward the minimum satisfactory academic progress requirement.
3. The student must successfully complete a minimum of 67% of total attempted hours in each term (Spring, Summer, Fall) to meet the requirement for satisfactory academic progress towards earned units.

For a more program information, click [here](#).

Integrated Science Program (ISP) Program

Continuation Requirements

Attendance Policy

Students are required to attend all hours of the program. In the case of an excused absence, students should contact the instructor to see what arrangements can be made to make-up the hours missed. Students are responsible for being on time and prepared for each class session with homework assignments completed, appropriate attire, supplies, etc. All homework and in-class assignments and exams will be graded. Students must maintain a 75% average on all assignments and exams to successfully continue in and complete the program. Students who fail to maintain hours and grades may be placed on academic probation and/or dismissed from the program.

The maximum amount of seat time students in the ISP can miss is 20%. The distance-learning portion is asynchronous learning, and it is the instructor's prerogative to accept or reject a student's late work.

It is expected that students attend all lecture and laboratory sessions. To obtain credit for a course a student must be present in class/laboratory a minimum of 80% of the time. Note that in all ISP four-credit, four-week courses, 20% represents a maximum of ten (10) absence hours: maximum of ten (10) hours in lecture or maximum of ten (10) hours in laboratory.

Any absence excused or otherwise, does not exempt students from any academic requirements. The student is responsible for all of the work and activities associated with the class or lab that the student has missed.

If excessive absence of a student is established in a class at any time, that student will be withdrawn from the class and assigned a grade of "WF" in that class. If three or more courses are assigned "WF" as a result of excessive absences, the student may be subject to suspension or dismissal from the college. The dean's office shall make notification of such action in writing. In exceptional circumstances, the dean shall have the authority to make a recommendation for exception to enforcement of the guidelines for suspension or dismissal.

Students who must be absent may request that the dean excuse the absence. Absences deemed acceptable by the dean will be counted as excused absences. Only those absences that meet the "make-up examination" criteria will be deemed acceptable (i.e., illness, car problems, religious holidays, death in family, etc.). Documentation must be provided for an excused absence to be approved. All forms must be completed within seven calendar days upon returning to the campus. Excuses that are presented after seven days will not be approved by the dean or forwarded to the faculty. An excused absence is still considered part of the overall attendance policy.

Students may withdrawal from a class any time prior to the final exam and earn a grade of "W." Students can continue to the next course as long as any pre-requisites have been met.

Policy on Incomplete Grade

An incomplete grade ("I") may be reported for a student that, for a good and acceptable reason, is unable to complete all coursework, according to the provisions in this policy.

1. Any student finding him/herself in an emergency situation that prevents his/her completing all assigned work by the end of the course can request an incomplete grade from his/her instructor. Reasons for requesting an incomplete grade: a) Medical emergency. b) Family emergency. c) Other justifiable emergencies that prevent the students to attend class and/or completing assigned coursework. The student must present documentation supporting the emergency when requesting an incomplete grade.
2. In order to be eligible for the incomplete grade, besides being in an emergency situation as stated in item 1 above, the student must meet all the following requirements: a) Student has attended at least 62.5% of the course (two full weekends plus one full day of class). b) Student has completed at least 50% of the assignments and quizzes/tests for the course. c) Student has a passing grade for the 50% of assignment and quizzes/tests that have been completed.
3. The student is not allowed to carry more than one incomplete grade at the same time.
4. The student with an "I" is required to complete the coursework within one academic year from the course start date. Failure in comply with this requirement will result in such an "I" grade automatically be changed to an "F" grade.
5. In completing the coursework as indicated in item 4, the student:
 - a. Carries the same grades of the assignments, quizzes, and tests he or she completed in the original course;
 - b. Must attend 100% of the missing classes he or she did not attend in the original course due to the emergency situation; and
 - c. Must complete all missing assignments, quizzes, tests, and the final exam that he or she did not complete during the original course.
6. No tuition and fees refund is due to any student that requests an incomplete grade.
7. In order to request an incomplete grade the student must complete an "Incomplete Grade Petition" with the teacher and file the completed petition with ISP.

Earned Units (Required Completion Percentage)

1. Earned units" (or "completed units") with satisfactory academic progress are those courses in which the student receives a passing grade. The number of units completed with a grade of "I" (incomplete), "F" (fail), "W" (withdraw), missing grades, no grades, and for audited classes ("AU") will not count as earned units toward the minimum satisfactory academic progress requirement.
2. "Attempted units" are those units the student remains enrolled in after the add/drop period for each course. The number of units completed with a grade of "I" (incomplete), "F" (fail), "W" (withdraw), missing grades, no grades, and for audited classes ("AU") will count as attempted units toward the minimum satisfactory academic progress requirement.
3. The student must successfully complete a minimum of 67% of total attempted hours in each term (Spring, Summer, Fall) to meet the requirement for satisfactory academic progress towards earned units.

For more program information, click [here](#).

Ayurveda Certificate Program Program Completion Requirements

Currently SCU offers two levels of Ayurvedic Certificate Program:

1. Ayurvedic Wellness Educator (600 hrs)
2. Ayurvedic Practitioner (1500 hrs)

In order to successfully complete either program our students must pass all classes in order to receive credit for the hours delegated to each course. If a student does not pass a certain class, they will not receive the hours for that class. They will need to retake it and pass it in order to receive those hours.

ATTENDANCE REQUIREMENTS

Please note the SCU policy on attendance: Attendance will be taken each class day in each class modality. To obtain credit for a course, a student must be present at least 90% of the time. Students will not receive credit for classes in which they are reported absent. In the clock hour program of Ayurvedic Wellness Educator and Ayurvedic Practitioner no more than 10% of the clock-hours in a payment period may be considered excused absences. When absences, including excused absences, exceed 10%, the student may be dropped from the class. Students will need to register for the class when it is offered again.

Absences

In the *Ayurvedic Wellness Educator Certificate* the maximum number of clock hours a student can be absent is a total of 60 clock hours. This total of 60 hours includes both the campus and virtual learning modalities. During the time period of May to November (300 clock hours) a student may not miss more than 30 clock hours, which includes both the campus and virtual learning modalities. During the time period of November to April (300 clock hours) a student may not miss more than 30 clock hours, which includes both the campus and virtual learning modalities.

In the *Ayurvedic Practitioner Certificate* the maximum number of clock hours a student can be absent is a total of 90 clock hours. This total of 90 hours includes both the campus and online E-learning modalities. During the time period of May to January (450 clock hours) a student may not miss more than 45 clock hours, which includes both the campus and virtual learning modalities. During the time period of January to April (450 clock hours) a student may not miss more than 45 clock hours, which includes both the campus and virtual learning modalities.

Excused Absence Policy

Students who must be absent may request an excused absence from the Program Director. If justifiable cause can be shown for the absenteeism, the student may be permitted to make up missed assignments. Documentation must be provided for an excused absence to be approved. Only those absences that meet the following criteria will be deemed acceptable (i.e., illness with a physician's letter, car problems,

death in family, or court summons). An excused absence is still considered part of the overall attendance policy.

For more detailed program information, click [here](#).

Massage Therapy Certificate Program Program Completion Requirements

In order to successfully complete SCU's Massage Therapy program, our students must pass all classes in order to receive credit for the hours delegated to each course. If a student does not pass a certain class, they will not receive the hours for that class. They will need to retake it and pass it in order to receive those hours.

ATTENDANCE REQUIREMENTS

Please note the SCU policy on attendance: Attendance will be taken each class day in each class modality. To obtain credit for a course, a student must have been present at least 90% of the time. Students will not receive credit for classes in which they are reported absent. In the clock hour program of Massage Therapy no more than 10% of the clock hours in a payment period may be considered excused absences. When absences, including excused absences, exceed 10%, the student may be dropped from the class. Students will need to register for the class when it is offered again.

Absences

Attendance will be taken each class day in each class modality. Absences shall be computed on the basis of roll calls, tests and/or quizzes, or other mechanisms. Faculty shall disclose at the beginning of the term the mechanisms that will be employed to monitor attendance. Performance of roll call shall be a faculty responsibility with the method for taking roll left to the discretion of the individual instructor.

Excused absences shall be tallied along with unexcused absences and recorded on the student's attendance record without differentiation.

In the Massage Certificate program the maximum number of clock hours a student can be absent is a total of 80 clock hours. This total of 80 hours includes in class and open lab I learning modalities. Each term a student can be absent a total of 26 clock hours.

Excused Absence Policy

Students who must be absent may request an excused absence from their immediate instructor. If justifiable cause can be shown for the absenteeism, the student may be permitted to make up missed assignments. Documentation must be provided for an excused absence to be approved. Only those absences that meet the following criteria will be deemed acceptable (i.e. illness with a physician's letter, car problems, death in family, or court summons.) An excused absence is still considered part of the overall attendance policy.

For a more detailed description of the program, click [here](#)

Residency Programs

Program Completion Requirements

Requirements

Residents must perform the duties assigned by their Resident Supervisor and/or their Department Chair. They will be expected to spend a minimum of forty hours per week on campus in one of the University Health Centers or other rotations as assigned, for two or three academic years.

Evaluation

Residents shall be evaluated for performance at the conclusion of each trimester, and continuation in the program is based upon the outcome of this evaluation. The evaluation shall include consideration of attitude, competency, motivation, attendance, progress and shall be carried out by the appointed committee and/or the resident's supervisor.

Accountability

Residents shall be subject to all of the rules, regulations and policies established by the University.

Withdrawal from Program

The Dean's Council will review withdrawal from the residency program for reasons other than illness, military or similar extenuating circumstances. Forfeiture of the stipend will result upon withdrawal from the Residency. Consideration will be made by the Dean's Council for readmission to the Residency, if appropriate.

Completion of Program

Upon successful completion of all residency program requirements, the resident shall receive a certificate of residency completion and competency

General Requirements for Licensure

Students themselves are responsible for knowing the specific requirements of any jurisdiction in which they seek licensure and to ensure that they are eligible for licensure in that jurisdiction. The university will provide counseling regarding specific questions of licensure eligibility and will, in specific instances, inquire to jurisdictions on behalf of students to clarify ambiguities or concerns. This may not be construed as a duty to inform any student of changes or eligibility requirements of any state or jurisdiction.

Copies of the official directories for chiropractic licensing boards are available through the SCU Registrar Office or on the Federation of Chiropractic Licensing Boards website at www.fclb.org. These directories provide comprehensive and detailed information needed to evaluate the complexities of the regulatory agencies responsible for chiropractic licensure and discipline for each state and other relevant geographic areas. It is recommended that interested parties contact the appropriate state boards to determine current applicable regulations.

For AOM and Massage Therapy students, it is also suggested that contact with appropriate state boards/agencies be made to determine current applicable regulations.

At the time of publication of this catalog (4/2016) Ayurveda is not a licensed profession in the state of California. Trained practitioners of Ayurveda, like other unlicensed complementary and alternative providers, are governed by a bill signed into law in 2002 (Senate Bill 577) that initiated the California's Business & Professions Code sections 2053.5 and 2053.6. It includes language that states a practitioner must not advertise themselves as a physician or surgeon, that they may not perform any procedure that punctures the skin; may not prescribe or administer legend drugs or controlled substances, set fractures and may not "willfully diagnose and treat a physical or mental condition of any person under circumstances or conditions that cause or create a risk of great bodily harm, serious physical or mental illness, or death," among other conditions and restrictions.

While laws like this, called health freedom laws are on the books in some states and actually allow for the legal practice of unlicensed complementary and alternative medicine providers, rather than them running the risk of being prosecuted for practicing medicine without a license, they do not necessarily allow for the full comprehensive practice and recognition of a profession and medical system, particularly one with as much history and knowledge as Ayurveda. Many profoundly effective treatments used by Ayurvedic physicians in India are not used here in California. The scope of Ayurveda practice in California is limited to therapeutic modalities such as lifestyle changes, diet, massage therapy, and Yoga practice.

The California Association of Ayurvedic Medicine (CAAM) aims to support, regulate, and promote the education, research, practice, and profession of Ayurveda; and to spread grassroots awareness of and help achieve legalization through state legislation in California. Please follow [this link](#) for more information about CAAM.

[The California Massage Therapy Council \(CAMTC\)](#)

California Massage Therapy Council's mission is to protect the public by certifying qualified massage professionals in California. The California Massage Therapy Council (CAMTC) was created by the California Legislature through the enactment of California Business and Professions Code Section 4600 et seq.

National Board of Chiropractic Examiners (NBCE)

The purpose of the National Board of Chiropractic Examiners is to provide standardized academic and clinical testing services to the chiropractic profession. In this role, the NBCE is responsible for the development, administration, analysis, scoring and reporting of scores. The scores from the various examinations are used by the state licensing boards to assist them in determining whether applicants for licensure meet established criteria. The NBCE is an international testing agency serving the chiropractic profession and does not represent a particular chiropractic philosophy.

A student currently enrolled in a chiropractic college may take the NBCE examinations only when certified by the dean or registrar of that college.

Since state boards have the final responsibility for evaluating competency and qualifications of those who desire to enter chiropractic in their jurisdiction, those interested in licensure should work closely with the relevant state board.

National Certification Commission for Acupuncture and Oriental Medicine (NCCAOM)

The National Certification Commission for Acupuncture and Oriental Medicine operates as a fully autonomous, non-profit organization. Its mission is to establish, assess and promote recognized standards of competency and safety in acupuncture and oriental medicine for the protection and benefit of the public. In order to fulfill this mission, it has developed a certification process that provides a unified set of nationally-verified, entry-level standards for safe and competent practice.

NCCAOM is located at 76 South Laura Street, Suite 1290, Jacksonville, FL, 32202, Phone: (904) 598-1005, Fax: (904) 598-5001. Since state boards have the final responsibility for evaluating competency and qualifications, those interested in licensure for acupuncture and oriental medicine should work closely with the relevant state board in their jurisdiction.

California Acupuncture Board

Students should be aware that NCCAOM certification is not required in order to practice in the state of California. However, licensure with the California Acupuncture Board is required. The California Acupuncture Board is located at 444 North 3rd Street, Suite 260, Sacramento, CA, 95811; phone (916) 548-9004.

Academic Policies and Procedures

University Policy Information

A student may be dismissed for unsatisfactory conduct, academic deficiency, poor attendance, or for any conduct that would be a detriment to the reputation of the university or the integrative health care professions.

Students should realize that their enrollment at SCU is a privilege, not a right, and carries with it obligations with regard to conduct. Personal conduct and appearance are outward expressions of character. Students are expected to observe the standards of professional conduct, dress, and appearance approved by the university and the profession. The right to exclude students whose behavior or appearance is undesirable or unprofessional is a right reserved by SCU. Students are subject to the laws governing the community as well as the rules and regulations of the university.

A student may be suspended or dismissed from a class or the university following appropriate hearing and appeals procedures. Information concerning these procedures may be obtained [here](#) and [here](#).

Expected standards of conduct and academic performance are defined in the student handbook. All students are provided with a copy and should be familiar with its contents. All policy manuals are available in the [Seabury Learning Resource Center](#) and on the online student portal, MySCU.

It is the practice of Southern California University of Health Sciences to adhere to the following university policies:

COMPLIANCE

Enrollment in the university, or the payment of a fee in advance, does not constitute a contract beyond any single term. The administration of Southern California University of Health Sciences reserves the right to alter curriculum, schedules, tuition, fees and requirements at any time without notice. This catalog supersedes and replaces previously published editions. The academic and graduation requirements and the curriculum outlined herein apply to all persons enrolling at Southern California University of Health Sciences as of July 2011 and thereafter. Students currently enrolled must meet the specific requirements detailed at the time of their enrollment, plus any additional requirements set forth by the university.

LIABILITY AND CONSUMER INFORMATION

The university disclaims liability for any damages, bodily or otherwise, incurred by students on or off campus as a result of athletic and other extra-curricular activities. Anyone seeking to obtain any public or consumer information about the University should contact the Executive Director of Administrative Services. The University disclaims any liability as a result of any printing error in this document.

PRIVACY OF RECORDS

By federal law and University policy, access to and release of student education records are governed by strict standards. The Family Educational Rights and Privacy Act of 1974 (FERPA) (20 U.S.C & 1232g: 34 CFR Part 99) commonly known as the “Buckley Amendment”, seeks to ensure the privacy of the educational records of students through elaborate procedural guarantees. This Federal Act encompasses records maintained by most independent institutions and limits the disclosure of information to third parties. Based on FERPA, the University has established a policy that affords eligible students attending SCUHS, and in some instances their parents, certain rights with respect to their education records. A copy of SCU’s FERPA policy is available online in the student services portal, from the Registrar, or Office of Student Affairs.

EQUAL OPPORTUNITY, NON-DISCRIMINATION POLICY & DIVERSITY

In compliance with federal, state and local government requirements, Southern California University of Health Sciences does not discriminate against any individual, on the basis of race, color, creed, religion, sex, national origin, disability, age, sexual orientation, gender identity, genetic characteristics, marital status, pregnancy, childbirth or related individual conditions, medical condition (as defined by state law), military status, political affiliation, or any other characteristic protected by federal, state or local law.

PROGRAM CLOSURE

In the event that the University no longer deems a program to be viable, the University will make its best effort to “teach out” the program of study for all currently admitted and enrolled students, but no new students will be admitted to the program. In addition, articulation agreements will be established with other institutions to allow students to transfer to a similar program to complete their course of study and earn a similar degree.

In the event a “teach out” of a program becomes necessary, copies of all permanent student records will be transferred to an identified institution to facilitate the awarding of appropriate placement in the “teach out” program.

INSTITUTIONAL CLOSURE

In the unlikely event the university were to need to cease operations, a “teach out” of all university programs would become necessary. The University will make its best effort to “teach out” all programs of study for currently admitted and enrolled students, but no new students will be admitted to the university. Additionally, copies of all permanent student records will be transferred to identified institutions to facilitate placement should students desire to complete their education elsewhere.

In the event the University is unable to “teach out” its programs, articulation agreements will be established with other institutions to allow students to transfer to similar programs to complete their course of study and earn a similar degree; and all permanent student records will be transferred to identified institutions which will take on the role of custodian of records.

COMPLAINTS TO WASC AND OTHER APPLICABLE ACCREDITING AGENCIES

Students who believe that the University has not properly addressed concerns pursuant to the above policy may contact WASC, CCE or ACAOM to request a complaint form.

Western Association of Schools and Colleges
Accrediting Commission for Senior Colleges and Universities
985 Atlantic Avenue, Ste. 100 Alameda, CA 94501
Phone: (510) 748-9001 | Fax: (510) 748-9797

The Council on Chiropractic Education
Accrediting Commission for Chiropractic Degree Programs
8049 N. 85th Way, Scottsdale, AZ 85258-4321
Phone: (480) 443-8877 | Fax: (480) 483-7333

Accreditation Commission for Acupuncture and Oriental Medicine
Accrediting Commission for Acupuncture and Oriental Medicine Degree Programs
8941 Aztec Drive, Eden Prairie, MN 55347
Phone: (952) 212-2434 | Fax: (952) 657-7068

STUDENT CODE OF CONDUCT

Academic Integrity Code (Policy 5.5.3)

The academic community, like all communities, functions best when all its members treat one another with honesty, fairness, respect, and trust. Southern California University of Health Sciences expects high standards of scholarship and integrity from all members of its community. To accomplish its mission of providing an optimal educational environment and developing leaders of society, the University promotes the assumption of personal responsibility and integrity and prohibits all forms of academic dishonesty.

The most common form of academic dishonesty is plagiarism. Other forms of academic dishonesty are also described below:

Plagiarism (Policy 5.5.3.1)

Plagiarism is defined as failing to acknowledge adequately the source of words or ideas which are not one's own. When a student submits academic work that includes another's words, ideas, or data, whether published or unpublished, the source of that information must be acknowledged with complete and accurate references and, if verbatim statements are included, with quotation marks as well. Simply put, students should document quotes of others through quotation marks and footnotes or other citation methods. By submitting work as one's own, a student certifies the originality of all material not otherwise acknowledged. Plagiarism includes, but is not limited to:

1. The quotation or other use of another person's words, ideas, opinions, thoughts, or theories (even if paraphrased into one's own words) without acknowledgment of the source;
2. The quotation or other use of facts, statistics, or other data or materials that are not clearly common knowledge without acknowledgment of the source;
3. Copying or buying of all or any portion of another's academic, research, or creative work — even with the author's or creator's knowledge and permission — and submitting it, in part or in its entirety, as one's own. This includes material available through the Internet or other electronic

sources and any material which has been copyrighted. Students are hereby advised that when such material has been copyrighted, its unauthorized use constitutes not only a breach of academic integrity, but a violation of law and may incur civil or criminal penalties.

Ignorance of these rules concerning plagiarism is not an excuse. When in doubt, students should seek clarification from the professor who made the assignment.

Cheating (Policy 5.5.3.2.1)

Cheating is defined as 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. Cheating also encompasses the provision or acceptance of any of any unauthorized assistance during an examination, including talking to another student, viewing another student's examination, and making or receiving gestures from another student. All instances of cheating will be penalized.

Collusion (Policy 5.5.3.2.2)

Collusion includes cooperation of student(s) with faculty or staff personnel in securing confidential information/material (tests, examinations, etc.); bribery by student(s) to change examination grades and/or grade point average(s); cooperative efforts by student(s) and student assistant(s) to gain access to examinations or answers to examinations for distribution; seeking, obtaining, possessing, or giving or selling to another person an examination or portions of an examination (not yet given), without permission of the instructor.

Fabrication of Data (Policy 5.5.3.2.3)

Work submitted for assessment must be produced by the individual student. The engagement of another person to complete an assessment or examination in place of the student, whether for payment or otherwise, is not tolerated by the University.

Recycling (Policy 5.5.3.2.4)

Submission of a student's work that has previously counted in another unit of study is not allowed, unless explicitly authorized by the faculty members of both study units. In such case, students must reference their previous work.

Sabotage (Policy 5.5.3.2.5)

Destruction of or deliberate inhibition of progress of another student's work related to a course is considered academically dishonest. This includes the destruction or hiding of shared resources such as library materials and computer software and hardware to tampering with another person's laboratory experiments.

Falsification of Records (Policy 5.5.3.2.6)

A student who falsifies or attempts to falsify academic/clinical records will be subject to dismissal from the University. Additionally, any grades or credits earned may be revoked.

Student Code of Ethics (Policy 6.5.1)

SCU is committed to providing a campus that is safe and secure, and that allows students to develop as professional individuals and responsible citizens. Students are expected to behave in ways that are respectful of the rights of all members of the SCU community to learn, work, practice and teach. The Student Code of Ethics is meant to address any student behaviors that disrupt or detract from the goals of the University. To learn more about the principles guiding the Code of Ethics and Judicial Process at SCU, please consult the Judicial Handbook.

Students are expected to maintain themselves at all times in a manner befitting a professional institution. Unprofessional conduct at the University will not be tolerated. Students should realize that their enrollment at SCU is a privilege, not a right, and carries with it obligations with regard to conduct, not only inside but also outside the classrooms. In addition, students are subject to the laws governing the community, as well as the rules and regulations of the University.

Students are also expected to observe the standards of professional conduct, dress, and appearance approved by the University and the profession. Personal conduct and appearance are outward expressions of character. The right to exclude students whose behavior or appearance is undesirable, unprofessional or prejudicial to the University's interest is a right reserved by SCU.

All students are provided with a copy of this Code of Ethics and Student Judicial Process upon matriculation, and are expected to be familiar with its contents. Additionally, the SCU Policy Manual is available in the Seabury Learning Resource Center.

A student may be expelled for unsatisfactory conduct, academic dishonesty, or for any other cause if the student's conduct is considered to be prejudicial to the interest of the University or the integrative health care professions through the University's Student Judicial Process. In addition, students may be subject to arrest by local, state or federal agencies for such violations.

Academic Policy and Procedural Information

SCU GRADING POLICY

Grading System (Policy 5.5.6)

At the end of the trimester, each student shall receive a course letter grade based upon written, oral and practical examinations, fulfillment of reading assignments, attendance and conduct. Consideration of attendance and conduct shall not constitute more than 20 percent of the final grade. The official Southern California University of Health Sciences grading system uses whole letter grades without pluses and minuses. Passing grades include A, B, C, and D. A grade of "I" shall indicate that the student's work is incomplete in some detail and that completion of the work is pending. A grade of F shall be given when a student has failed a course or has not satisfied all of the course requirements. The following grades and transcript designations indicate the quality of work:

A - Superior
B - Good
C - Average
D - Minimal Passing
F - Failure
FF - Double Fail
I - Incomplete
W - Withdrawal without credit
WF - Withdrawal Fail
P - Pass
Z - Advanced Standing Credit or Transfer Credit
AU - Audit for hours
AD - Academic Dismissal
BD - Behavioral Dismissal
AS - Academic Suspension
BS - Behavioral Suspension

Grade Points (Policy 5.5.6.2)

Grade points determine the student's general average and are a measure of the quality of work done, as trimester units are a measure of quantity. These points are assigned as follows:

- 4 grade points for each unit of grade A
- 3 grade points for each unit of grade B
- 2 grade points for each unit of grade C
- 1 grade point for each unit of grade D
- 0 grade points for each unit of grade F or I
- 0 grade points for each unit of grade W or WF
- 0 grade points for each unit of grade P

A student whose cumulative grade point average falls below 2.0 is placed on academic probation. Any student placed on academic probation will be evaluated by the Academic Review and Support Committee to determine an appropriate action. (Please see Academic Probation Policy for additional information.)

Grade Changes (Policy 5.5.6.3)

When a final course grade is officially reported by the instructor at the end of an academic term, the grade is recorded by the Registrar's Office and can be changed only on the basis of clerical, computational, or other documented error. The process is as follows:

1. The student is to request a meeting with the instructor who determined the grade and present the evidence of the error.
2. The student's request for review must be submitted by the 14th calendar day of the following trimester.
3. The instructor may change the grade if deemed appropriate or reaffirm the original grade.

4. If the instructor agrees to change the grade, he or she shall notify the Registrar by the 28th day of the following trimester. The Registrar shall make the appropriate adjustment to the student's transcript.
5. If the student wishes to pursue an additional review, he or she may follow the procedures set forth in the Academic Grievance Procedure set forth in Section 5.8 below.

RULES AND REGULATIONS FOR ATTENDANCE

Attendance (Policy 5.7.1)

In order to obtain credit for a course, a student shall have been present in class at least 90% of the time. If the total class time missed exceeds 10% the student will be dropped from the class unless they qualify for a make-up assignment. Make up assignments will only be allowed for excused absences. The first time a student exceeds 10% absence, they will be notified and given a make-up assignment that will bring their absenteeism under 10%. Students who must be absent may request that the absence be excused by the Dean. Absences deemed acceptable by the Dean will be counted as excused absences. Only those absences which meet the "Make-up Examination" criteria will be deemed acceptable. (i.e., illness, car problems, religious holidays, death in family, etc.). Documentation must be provided for an excused absence to be approved. All forms must be completed within seven calendar days upon returning to the campus. Excuses which are presented after seven days will not be approved by the Dean or forwarded to the faculty.

If excessive absence of a student is established in a class at any time, that student will be withdrawn from the class and assigned a grade of "WF" in that class. At the discretion of the Program Dean, and if excessive absences are classified as "excused", a grade of "W" may be issued for students who are withdrawn due to excessive absence before the end of week ten (10) of the trimester. If three or more courses are assigned "WF" as a result of excessive absences, the student may be subject to suspension or dismissal from the college. The Dean's Office shall make notification of such action in writing. In exceptional circumstances, the Dean shall have the authority to make a recommendation for exception to enforcement of the guidelines for suspension or dismissal.

PROCEDURES FOR DISCIPLINE AND/OR DISMISSAL (FOR ACADEMIC AND OTHER REASONS)

Procedures and Penalties for Academic Integrity Code Offenses (Policy 5.5.3.3)

This option for resolving cases of Academic Integrity Code (Policy 5.5.3) violations is reserved for first-time, minor infractions by SCUHS students. The process consists of the following steps:

1. The faculty member shall first contact the College Dean to discuss the appropriateness of this option with respect to the nature of the offense, as well as to learn of any prior violations;
2. If the student has no record of prior offenses and the case appears to be one that, if adjudicated pursuant to the University's Student Judicial Process, would result in a sanction of probation or less, it may be resolved between the faculty member and the student;
3. The faculty member shall meet with the student and present any information relevant to the case;
4. The student shall have an opportunity to respond to the allegations;

5. If the faculty member believes that an Academic Integrity Code violation has occurred, the faculty member should document the resolution in writing, including the proposed outcome, and present this information to the student;
 - a. A faculty-student resolution may result in a reduced grade on the assignment, a reduced grade in the course, additional assignments, and/or other educational initiatives. (The outcome must be agreed upon by both parties.) This resolution will not become part of the student's disciplinary record unless there is a second violation, at which time both cases will be noted on the student's disciplinary record.
6. Upon receipt of the proposed resolution, the student has 48 hours to consider and seek advice on whether to admit responsibility and accept the resolution;
7. If the student accepts the resolution, she/he should sign the resolution in the presence of the faculty member. The faculty member should then forward a copy of the resolution to the Office of Student Affairs;
8. If the student does not accept the proposed resolution, the faculty member should refer the case to the Office of Student Affairs pursuant to the Student Judicial Process.

Failure Policy (Policy 5.5.5.2)

Students who failed a course will neither receive credit for the course nor will the units or hours be counted towards graduation. Students who failed a course may be eligible for a retake examination and must follow the prescribed standards and procedures for course failures.

Multiple Failures - Concurrent (Policy 5.5.5.2.1.1)

If a student received a failing grade in two subjects during a single trimester, his/her case shall be referred to the College Dean. The student may, depending upon his/her past academic record, be suspended or dismissed from the College or may be permitted to continue on a probationary status which will be in effect for at least one trimester. Future enrollment eligibility will be contingent upon completion and passing of the failed subjects and a cumulative GPA of 2.0 or above.

If failure has been in three or more subjects, the student shall be dismissed or placed on academic suspension for a period of time not less than one trimester. A recurrence of three or more failures in one trimester for a student will result in dismissal without opportunity to return to that College within the University. If suspended, the student will be placed on academic probation for not less than one term, or until they successfully achieve accumulative GPA of 2.0 or greater. Exception may be made at the discretion of the Vice President for Academic Affairs in conjunction with the relevant College Dean.

Multiple Failures – Sequential (Policy 5.5.5.2.1.2)

Students failing a course will be contacted by letter stating the ramifications of such a failure and the tutoring services available. Students failing the same course twice will be informed by letter from the College Dean's Office that they have been placed on Academic Probation, that they must receive academic counseling, and that further failure in the course will result in suspension or dismissal.

Future enrollment eligibility will be contingent upon completion and passing of the failed subjects and a cumulative GPA of 2.0 or above.

Students failing the same course three times will be notified of the suspension or dismissal from the College Dean through consultation with the Academic Review and Support Committee. Exceptions to the regulation will be made at the discretion of the Vice President for Academic Affairs in conjunction with the relevant College Dean.

Academic Probation (Policy 5.5.5.3)

In the summer of 2009, policies were changed regarding Academic Probation. Students who matriculated at SCUHS prior to Fall 2009 are subject to the Pre-Fall 2009 policies, and those matriculating in the Fall of 2009 and subsequently are subject to the "Fall 2009" policies.

Pre-Fall 2009 (Policy 5.5.5.3.1)

A student with a GPA of less than 2.00 on a 4.00 scale is placed on academic probation. Any student placed on academic probation will be notified by the Vice President for Academic Affairs or his/her designee. The Financial Aid Office will be notified when a student is placed on academic probation. Eligibility to receive aid may be affected when a student is on academic probation.

The Academic Review and Support Committee may take the following actions for students on academic probation:

1. A student whose cumulative grade point average (GPA) falls below 2.00 for the first time will be faced with the following actions:
 - a. A student whose GPA is between 1.51 and 1.99 will be notified in writing that his/her academic progress will be monitored the next trimester at mid-term (during the eighth or ninth week). Should the reported progress indicate academic difficulty (grades less than "C"), the student may be required to drop those courses in which a "D" or failing grade has been reported. In addition, the student will be required to participate actively in the tutoring program during the entire trimester.
 - b. A student whose GPA is 1.50 or below will be notified in writing that he/she will be required to take an abbreviated schedule the next trimester. The schedule should include the withdrawal from at least one major course (defined as having four or more units). The student's academic progress will be monitored the next trimester at mid-term (during the eighth or ninth week). Should the reported progress indicate academic difficulty (grades less than "C"), the student will be required to drop those courses in which a "D" or failing grade has been reported. In addition, the student will be required to participate actively in the tutoring program during the entire trimester.
2. A student whose GPA has been less than 2.00 for two trimesters will be faced with the following actions:
 - a. A student whose GPA of is 1.91 to 1.99 will be notified in writing with the recommendation that he/she take fewer units in the next trimester and that his/her progress will be monitored the next trimester at mid-term (during the eighth or ninth week). This abbreviated schedule should include the withdrawal from at least one major course (defined as having 4 or more units). This schedule change will not be mandatory, however. Should the student's midterm monitor report indicate academic difficulty, he/she will be withdrawn from any classes where the midterm grade is less than a "C". The student will also be required to participate actively in the tutoring program during the

- entire trimester.
- b. A student whose GPA is 1.75 to 1.90 will be notified in writing that he/she will be required to take an abbreviated schedule. This abbreviated schedule should include the withdrawal from at least one major course (defined as having 4 or more units). The student's academic progress will be monitored the next trimester at mid-term (during the eighth or ninth week). Should the reported progress indicate academic difficulty (grades less than "C"), the student will be required to drop those courses in which a "D" or failing grade has been reported. The student will also be required to participate actively in the tutoring program during the entire trimester.
 - c. A student whose GPA is less than 1.75 will not be allowed to progress in the curriculum. That student will be required to repeat courses where his/her performance was substandard (grades less than "C") to improve his/her GPA to a minimum of 2.00 before being allowed to progress in the curriculum. The student will also be required to participate in tutoring, mentoring and academic counseling. The student's academic progress will be monitored the next trimester at mid-term (during the eighth or ninth week). Should the reported progress indicate academic difficulty (grades less than "C"), the student will be required to drop those courses in which a "D" or failing grade has been reported.
3. A student whose GPA has been less than 2.00 for three trimesters will be subject to the following actions:
- a. A student whose GPA is 1.91 to 1.99 will not be allowed to progress in the curriculum. That student will be required to repeat courses where their performance was substandard (grades less than "C") to improve his/her GPA to a minimum of 2.00 before being allowed to progress in the curriculum. The student will also be required to participate in tutoring, mentoring and academic counseling. The student's academic progress will be monitored the next trimester at mid-term (during the eighth or ninth week). Should the reported progress indicate academic difficulty (grades less than "C"), the student will be required to drop those courses in which a "D" or failing grade has been reported.
 - b. A student whose GPA is less than 1.91 will be on academic suspension for a minimum of one trimester with a mandatory prescription for Academic Counseling, Mentoring and Tutoring Assistance during the suspension term. The student, upon his/her return to the curriculum, will not be allowed to progress in the program until he/she has achieved a GPA of 2.00 or greater.
4. Any student with a GPA of less than 2.00 for 4 trimesters will be dismissed with no opportunity for return to the college of their academic dismissal, except as a beginning student. A student may apply to other colleges within the University through the regularly established channels for admission, or may elect to re-apply to the college of his/her previous dismissal, understanding that re-admission would be contingent upon review and recommendation to the Office of Admissions and Enrollment Management Team.

Any student who has been dismissed for academic reasons may apply for re-entry admission as a beginning student.

A student will not be permitted to enter or remain in the Internship when his/her GPA falls below 2.00. A student wishing to appeal the dismissal may request redress through the Academic Student Grievance Procedure outlined in [Section 5.8](#) below.

ACADEMIC GRIEVANCES (POLICY 5.8)

The following Academic Grievance Policy affords students an opportunity to formally grieve academic related complaints. A student who wishes to file a grievance of a non-academic nature should follow the Grievance Policy outlined in [Section 6.7](#) below.

Grade Review Grievances (Policy 5.8.1)

A student who has reason to believe that a grading error has occurred in any class shall promptly submit the grievance in accordance with the procedures outlined in the University's Grade Change Policy (5.5.5.3).

The procedures outlined in the Grade Review Process should also be followed if the student believes that a grade was determined by standards improperly different from those applied to other students in the course. Student should be aware, however, that evaluation of student performance is the prerogative and responsibility of the professor/instructor. In questions relating to the quality of that performance, the professional judgment of the faculty member is commonly accepted as authoritative. An appeal is most likely to result in a change of grade for a course or assignment only if it includes documented evidence that there was an error in computing the grade, a posting/clerical error, or that the grade was determined by standards improperly different from those applied to other students in the course.

Classroom Procedures and Other Academic Grievances (Policy 5.8.2)

These procedures should be used to appeal or resolve disputes concerning other academic related decisions considered by a student to be arbitrary or contrary to University policy, including but not limited to, classroom issues (i.e., attendance, failure to adhere to the Course Syllabus, etc.), academic probation or issues pertaining to academic freedom rights. Appeals pertaining to academic dishonesty follow a separate procedure as outlined in the Academic Integrity Code in Section 5.5.2 above.

Students wishing to pursue an appeals or resolve disputed under this section should first arrange a conference to discuss the appeal or grievance with the faculty member(s) whose action is believed to have violated University policy. It is expected that all of the parties involved at each step of the appeals/grievance process will make a good faith effort to resolve the issues.

In the event that a student feels he/she has not received adequate satisfaction from his discussion with the faculty member involved, the student may submit a written request with all supporting documents to the College Dean.

If an agreement satisfactory to the student and/or instructor cannot be reached as a result of the appeal to the College Dean, the student and/or the instructor may appeal the matter in writing to the Vice President for Academic Affairs, who will render a final decision.

NON-ACADEMIC STUDENT GRIEVANCES (POLICY 6.7)

Procedures for Students

In pursuit of its principles of openness, accountability and responsiveness to student rights, the University has established the Student Appeals Board to hear student concerns which have remained unresolved after attempts to do so at lower levels of discourse and mediation. The Student Appeals Board shall hear and seek resolution of student grievances concerning individual students, members of the faculty, administration, or staff and, when appropriate, make recommendations concerning disciplinary actions.

A grievance is a complaint arising out of any alleged unauthorized or unjustified act or decision by a student, faculty member, administrator or staff member, which in any way adversely affects the status, rights, or privilege of a member of the student body. The burden of proof shall rest with the complainant.

An action or decision is grievable only if it involves a misapplication or misinterpretation of SCU policy, regulation, or rule, or a violation of state or federal law. Grievances may not be used to challenge policies or procedures of general applicability.

In addition, this procedure may not be used to grieve:

1. Claims based on purchases or contracts;
2. Claims against an SCU employee on matters that are unrelated to the employee's job or role at the University;
3. Claims where another SCU policy or procedure could have been used for the matter being grieved (i.e., academic grievances, FERPA appeals, etc.).

The procedures set forth below may be used by grievants who are enrolled as SCU students or who are participating in a University-sponsored event at the time of the incident being grieved. The person filing the grievance must be the alleged victim of unfair treatment; a grievance cannot be filed on behalf of another person. The existence of this procedure does not bar grievants from also filing claims in other forums to the extent permitted by state or federal law or applicable accrediting agencies.

The formal resolution process described below must be initiated within 60 business days of the decision, action, or events giving rise to the grievance. The Director of Student Affairs may extend this time limit if the grievant makes the request for extension within the 60-day period, for good cause shown (e.g., an active effort at informal resolution at the departmental level).

1.) Informal Discussion (Policy 6.7.1)

Steps towards redress shall begin with informal discussions and shall be resolved at the lowest possible level. If a satisfactory solution cannot be reached, the grievance shall be taken to the Student Appeals Board for hearing and appropriate action.

Informal discussion between persons directly involved in a grievance is essential in the early stages of the dispute and shall be encouraged at all stages. An equitable solution should be sought to the problem before the respective parties directly involved in the case have assumed official positions

which might render a solution more difficult. At no time shall any of the persons directly involved in the case, or any other persons, use the fact of such informal discussion, the fact that a grievance has been filed, or the character of the informal discussions for the purpose of strengthening the case for or against persons directly involved in the dispute or for any purpose other than the settlement of the grievance.

2.) Formal Resolution (Policy 6.7.2)

Grievances which cannot be resolved through informal processes will be reviewed by the Student Appeals Board in accordance with the procedures set forth below.

3.) Composition of the Student Appeals Board (Policy 6.7.2.1)

The Student Appeals Board shall consist of a Chair, two faculty members, one SCUHS official and three students. The Chair of the Student Appeals Board and a member from the Office of Student Affairs shall determine who is in the pool for faculty and staff. The students will come from the Educational Advancement Committee.

4.) Conflict of Interest (Policy 6.7.2.2)

In the event of a conflict of interest, which will be identified through self-declaration by any panel members regarding a particular potential appeal, the individual will recuse himself or herself from the Student Appeals Board on that matter. The Chair will rule on any challenges regarding conflict of interest.

5.) Maintenance of Records and Logistical Support (Policy 6.7.2.3)

The Office of Student Affairs shall be responsible for maintaining all records of the Student Appeals Board as well as providing logistical support for the board. The records for each appeal will be maintained for a period of five years in the Office of Student Affairs after the final recommendation has been rendered.

6.) Formal Filing of the Grievance (Policy 6.7.2.4)

If informal resolution was not successful, the student may file a grievance by sending a request for a hearing along with the following information to the Director of Student Affairs.

The grievance must:

- a. Be in writing;
- b. State how the decision or action is unfair and harmful to the grievant and list the SCUHS policy or state or federal laws that have been violated, if known;
- c. Name the respondent parties (the person(s) against whom the grievance is filed);
- d. State how the respondents are responsible for the action or decision;
- e. State the requested remedy; and
- f. State whether the grievant will bring a support person to the hearing.

If it is clear on the face of the written grievance that the grievance has not been filed within the time limit, or pertains to a matter not grievable under this procedure, or is from a person without grievance rights under this grievance, the Director of Student Affairs shall so indicate in a letter to the grievant

and the grievance shall be dismissed. If the grievance does appear to have some validity, the case will proceed to a formal hearing of the Student Appeals Board.

7.) Procedures for Student Appeals Board Hearings (Policy 6.7.2.5)

- a. Four of the six members and the Chair must be present for the hearing to proceed. The hearing will be informal in nature and conducted in the spirit of mediation and conciliation. Witnesses are to be present only during the time in which they give their statement and will remain outside the hearing room until called. The principles in action will be provided with dates and times of all meetings. A copy of all materials in the appeal folder will be made available to the appellant by a member from the Office of Student Affairs. An advisor may accompany either party to the dispute, with prior notification to the Chair and the opposing party, provided that the advisor is a member of the campus community. A member of the campus community is defined as faculty or staff currently employed or a student currently enrolled in the University.
- b. Either party to the grievance may bring witnesses to the hearing. The names of the witnesses will be provided to all parties prior to their appearance. Written statements may be permitted from witnesses unable to attend the hearing if the Chair of the committee so rules. Members of the committee will have the opportunity to question any witness(es).
- c. The hearing shall be conducted according to the established format. The hearing shall not be conducted according to technical rules of evidence and witnesses. The Chair shall admit the sort of evidence on which reasonable persons are accustomed to rely in the conduct of serious affairs and shall exclude evidence that is irrelevant, unduly repetitious or cumulative. Evidence relating to past actions shall be admitted if shown to be relevant.
- d. The Chair and a staff member from the Office of Student Affairs shall ensure each hearing is adequately memorialized. The cost of the memorialization shall be borne by the University. A copy of the memorialization shall be supplied to the grievant upon request. The Chair shall record the date, place and time of the hearing and all participants of the hearing. The memorialization will become a part of the official record maintained by the Office of Student Affairs. Audio or video recorders may be utilized for this purpose.
- e. If the student appealing does not appear within one half hour of the time agreed upon for the hearing, the hearing will be cancelled and the appeal dismissed, unless a valid excuse, as judged by the Student Appeals Board, is presented within 48 hours. If the accused does not appear, the hearing will proceed without them. Failure of an advisor to appear for either party shall not constitute grounds for postponing or delaying the hearing.
- f. Members of the Student Appeals Board shall meet in executive session (with all other person excluded) following the conclusion of the hearing. In this session the committee shall consider the evidence and reach its recommended decision, basing that recommended decision only on the evidence and exhibits received at the hearing. The Student Appeals Board will determine by majority vote whether a preponderance of the evidence presented demonstrated that an appealable action was committed and if so will recommend remedies.
- g. The Student Appeals Board will then prepare a written report which will consist of the Board's detailed findings of fact, any conclusions resulting from those findings, a finding for or against the student filing the appeal, and its recommendation for resolving or terminating the matter. A minority position may be expressed either as a section in the Board's report or as a separate

report. Within five (5) business days of the conclusion of the hearing, the Chair will ensure that the report is completed and shall send copies to the persons involved in the appeal, including the Director of Student Affairs, and return the grievance file to the Director of Student Affairs.

8.) Final Appeal (Policy 6.7.2.6)

If the resolution provided by the Student Appeals Board is not satisfactory to the student filing the complaint, the student may file a request for reconsideration via a final appeal. Such a request must be submitted in writing within a 5-day period from the date of the initial grievance decision. A request for reconsideration shall be submitted to the Associate Vice President for Enrollment Management and Student Affairs. If the respondent is the Associate Vice President for Enrollment Management and Student Affairs, the President will appoint another University administrator to issue a decision.

The Associate Vice President for Enrollment Management and Student Affairs shall review the information provided concerning the grievance, the request for reconsideration, and details regarding the grievant's desired remedy and issue a final decision with 14 calendar days of receiving the request for reconsideration. The Associate Vice President for Enrollment Management and Student Affairs' decision may include one of the following options:

- a. To support the initial grievance resolution provided by the Student Appeals Board, designating that resolution to be fair and appropriate, based on the information reviewed; or
- b. To determine that an alternate decision is appropriate based on his/her review of the grievance case information. This shall supersede any previously made decisions.

The Associate Vice President for Enrollment Management and Student Affairs shall provide the decision in writing and document his/her final decision for the University record. The decision of the Associate Vice President for Enrollment Management and Student Affairs shall be considered final.

ACCOMMODATIONS FOR INDIVIDUALS WITH DISABILITIES

Services for Students with Disabilities (Policy 6.2.12)

The University is committed to accommodating students with physical and learning disabilities. Accommodations and other support services are tailored to meet the needs of each individual student, and are intended to comply with Section 504 of the Rehabilitation Act of 1973, and the Americans with Disabilities Act of 1990. Students seeking assistance should contact the Office of Student Affairs to learn about the University's policy on special programming for the disabled and the procedures involved in accessing such programs. The campus and health centers are accessible to disabled students, patients and visitors. The University's facilities are accessible to the mobility-impaired based on applicable laws and regulations at the time of construction and/or subsequent modifications. These facilities include access ramps for parking lots, restrooms, and classrooms.

SCU Specific Disability (ADA) Policies

SCU is committed to complying with all applicable provisions of the Americans With Disabilities Act of 1990 (“ADA”), the Rehabilitation Act of 1973, and state and local disability laws, as applicable.

Disability Defined (Policy 2.1.1.1)

An individual with a disability is defined as any person who (1) has a physical or mental impairment which substantially limits one or more major life activities; (2) has a record of such impairment; or (3) is regarded as having such an impairment.

Employees and Applicants with Disabilities (Policy 2.1.1.2)

SCU and ADP TotalSource are committed to complying fully with the Americans with Disabilities Act (ADA) and applicable state law, and to ensure equal opportunity in employment for qualified persons with disabilities. All employment practices and activities are conducted on a non-discriminatory basis. Employees and applicants with a disability who believe they need a reasonable accommodation to perform the essential functions of their job should follow the procedures outlined in Volume III, Subsection 3.3.12 of the SCU Policy Manual.

Students with Disabilities (Policy 2.1.1.3)

In accordance with our mission and federal and applicable state laws, SCUHS is committed to making reasonable accommodations for qualified applicants for admission and enrolled students with disabilities. It is the policy of the University not to discriminate on the basis of disability in any of its educational services, programs, or activities. Students seeking more information regarding reasonable accommodations or any other related issues should refer to Volumes V, Section 5.4 (academic accommodations) and VI, Section 6.3 (all other accommodations) of the SCUHS Policy Manual.

Accessibility of Facilities (Policy 2.1.1.4)

The University classifies the accessibility of facilities to the physically disabled into three broad categories:

1. Mobility;
2. Hearing;
3. Visual.

The University facilities are accessible to the mobility impaired based on applicable laws and regulations at the time of instruction and/or subsequent modifications. Accessibility for other types of impairment is limited.

ISP Academic Policies can be found online at:

<http://www.integratedscienceprogram.com/academic-policies/>

Tuition, Fees, and Financial Aid

Tuition and Fees

Degree Programs:

The University operates on a basis of three 15-week trimesters per year. Tuition and fees can be paid upon completion of registration and are due and payable during the week of Official Registration. Tuition and fees must be paid no later than three business days from the beginning of each trimester in order to avoid a penalty. Students who receive financial aid and who anticipate an issue with making the payment by the respective deadline, may request a tuition deferment. However, tuition amounts due become fully payable when aid is received, regardless of its source. The University reserves the right to alter the schedule of tuition and fees.

A number of sources of financial aid, including student loan programs and scholarship assistance, are available. (Please see the [Financial Aid](#) section for additional information.)

Student Accounts

Student Accounts is responsible for ensuring accurate billing of tuition and fees for both the degree and certificate programs, and undergraduate courses. We take pride in providing the best customer service while working with each student to ensure timely payment of tuition and fees. We welcome any questions a student may have about his or her student statement, billing, and payment arrangements. You may contact us by visiting the [OneStop Enrollment Services](#) office or you can email us at studentaccounts@scuhs.edu.

TUITION INFORMATION

Bachelor of Science in Biological Sciences

Current tuition and fee schedules may be obtained from OneStop Enrollment Services. (For the academic year beginning September 2014, tuition is \$625 per unit.)

Tuition for the Doctor of Chiropractic degree is a flat rate, reviewed and published annually. The University reserves the right to adjust tuition and/or fees.

Doctor of Chiropractic Program

Current tuition and fee schedules may be obtained from OneStop Enrollment Services. (For the academic year beginning September 2014 tuition is \$10,456 per trimester.)

Tuition for the Doctor of Chiropractic degree is a flat rate, reviewed and published annually. The University reserves the right to adjust tuition and/or fees.

Students enrolled in less than 14 trimester units or equivalent clinical units will be charged for the

units in which they are enrolled. The tuition per trimester unit (or equivalent clinical unit) is calculated by dividing the full tuition of the trimester by 14.

Master of Acupuncture and Oriental Medicine

Current tuition and fee schedules may be obtained from OneStop Enrollment Services.(For the academic year beginning September 2014, tuition is \$275 per unit.)

Tuition for the Master of Acupuncture and Oriental Medicine degree is charged by unit, reviewed and published annually. The University reserves the right to adjust tuition and/or fees.

Doctor of Acupuncture and Chinese Medicine

Current tuition and fee schedules may be obtained from OneStop Enrollment Services.(For the academic year beginning September 2014, tuition is \$747 per unit.)

Tuition for the Doctor of Acupuncture and Chinese Medicine degree is charged by unit, reviewed and published annually. The University reserves the right to adjust tuition and/or fees

Integrated Science Program

Current tuition and fee schedules may be obtained from OneStop Enrollment Services. (For the academic year beginning September 2014, tuition is \$497 per unit.)

Tuition for the Integrated Science Program is charged by unit, reviewed and published annually. The University reserves the right to adjust tuition and/or fees.

Institute of Science Program

Current tuition and fee schedules may be obtained from OneStop Enrollment Services. (For the academic year beginning September 2014, tuition is \$497 per unit.)

Massage Therapy Program

Current tuition and fee schedules may be obtained from OneStop Enrollment Services. (Current tuition is \$10,905)

Tuition for the Massage Therapy Program is a flat rate, reviewed and published annually. The University reserves the right to adjust tuition and/or fees.

Ayurvedic Medicine Program

Current tuition and fee schedules may be obtained from OneStop Enrollment Services. Current Tuition for the Ayurvedic Wellness Educator Program is \$6,651. Current Tuition for the Ayurvedic Practitioner Program is \$9480

Tuition for the Ayurvedic Medicine Program is a flat rate, reviewed and published annually. The University reserves the right to adjust tuition and/or fees.

Methods of Paying Tuition

The University provides the following methods of tuition payment:

- Personal checks and cash: The University accepts cash, money order/cashier checks and personal checks made payable to Southern California University of Health Sciences.
- Credit card: All major credit cards are accepted for tuition payments. Credit card payments may be made in person in One-Stop, over the telephone, or online.
- Payment plans: Installment plans are available to students who do not receive financial aid. Information about payment plans is available in One-Stop. An annual \$50 processing fee is assessed for each plan. Installments not received on the due date are subject to late fees.
- Financial aid, scholarships, grants and other awards: Financial Aid is primarily received by electronic funds transfer. The University will deduct tuition and fees before reimbursement is made to the student for living expenses

Prepayment plans:

For the Doctor of Chiropractic program, full payment of tuition and fees for any two or three consecutive trimesters in the same academic year will receive a 2% discount. Prepayment of Fall, Spring and Summer trimesters must be paid by August 1. Prepayment of Spring and Summer trimesters must be paid by December 1. The 2% discount applies only to tuition and not to fees.

For the Massage Therapy and Ayurvedic Medicine programs, students who pay their entire tuition by the first day of class receive a 10% discount on tuition. Discount applies to tuition only, not fees.

If a student chooses one of these prepayment methods and decides to cancel before a program begins, a full refund will be made and the tuition will revert to the standard tuition rate. Cancellation after the program begins negates the contractual arrangements. Refunds are based on the standard refund policy of the University.

Please note that there is no prepayment plan for BSBS, DACM, or MAOM.

Tuition Deferments

Eligible students can apply for a 60-day tuition deferment. The University grants tuition deferments for students who fall into one of the following categories:

1. Recipients of financial aid or international students whose aid is expected to be delayed. Documentation may be required.

Students may apply for a deferment in One Stop Enrollment Services. A 2% fee of the amount deferred will be charged. A deferment agreement may be requested up until the Friday of the fourth week of class, with late fees assessed accordingly. Deferred tuition becomes due and payable when aid is received, regardless of its source. Students must apply for a deferment each trimester. If tuition is not paid by the due date, a 10% late fee will be applied.

Penalties for Late Payment

Non-Deferred

For the Degree Programs, Massage Therapy Program, and Ayurveda Program, a penalty will be assessed for all payments of tuition and fees received after the third business day unless OneStop Enrollment Services has approved an authorized deferment. For The Integrated Science Program, and Institute of Science Program a 10% penalty will be assessed for all payments of tuition and fees received after the Thursday following the first weekend of class. Failure to pay all debts to the University by the due date will result in a delinquent account and possible suspension. A student will not be allowed to register for a subsequent trimester or class if there are any outstanding balances. Any student with a delinquent account will have all of his/her records encumbered until the account is cleared. If this account is sent to a collection agency, any fees or expenses incurred as a result will be the sole responsibility of the student.

The schedule of penalties for late payment of tuition and fees for the Degree Programs is as follows:

(Maximum of 10%): First 2 weeks of classes-\$50, Third week of class-\$100, Fourth week of class-\$200, Thereafter 10%. * *A three-day grace period is allowed without penalty.*

Refund Policy- Degree Programs

Only tuition will be refundable in the event of cancellation of enrollment or withdrawal. Fees and other charges are not refundable. All books and other materials purchased by the student are the property of the student. The University will not accept returned materials nor make refunds for services.

Students may withdraw prior to or within the first three days of classes and qualify for a full tuition refund if no classes have been attended.

Students who withdraw from the University after classes have begun will be charged a \$100 administrative fee. The University reserves the right to change the Tuition Refund Schedule at any time.

LACC Students: The following Tuition Refund Schedule applies only for total withdrawal or dismissal; no refunds are made for dropping one or more courses in the DC program.

CEM Students: Refunds for withdrawal from one or more courses is/are calculated using the following Tuition Refund Schedule, less applicable changes of scheduling fees. Students may drop a course up to eight calendar days from the beginning of a trimester and qualify for a full refund, less applicable changes of scheduling fees. Refer to the Tuition Refund Schedule if dropping all courses (cancellation of enrollment or withdrawal).

Degree Program Tuition Refund Schedule

For students not receiving federal financial aid (after classes begin, tuition refunds are based on actual calendar days in a trimester):

Percent of Attendance Time	Actual Attendance Time	Tuition Refund
10%	Up to 10 calendar days inclusive	90%
25%	11 to 26 calendar days inclusive	75%
50%	27 to 52 calendar days inclusive	50%

No refund shall be given if the student has been in attendance or enrolled for more than 50% of the trimester.

For students receiving financial aid (subject to Title IV return rules, as follows and subject to change):

The Higher Education Amendment of 1998 (HEA98) Return of Title IV Federal Financial Aid policy will be applied when a student receiving federal financial aid qualifies for a refund. Title IV Federal Financial Aid includes Unsubsidized Federal Stafford loans, Subsidized Federal Stafford loans and Federal PLUS loans. This policy governs the amount of aid the student has earned and the amount that will need to be returned to the Department of Education or the loan lender.

Title IV funds are awarded to a student under the assumption that the student will attend school for the entire period for which the assistance is awarded. When a student withdraws or is dismissed, the student may no longer be eligible for the full amount of Title IV funds that the student was originally scheduled to receive. The portion of the federal grants and loans that the student is entitled to receive is calculated on a percentage basis by comparing the total number of days in the trimester to the number of days that the student completed before he/she withdrew or was dismissed. For example, if a student completes 30% of the trimester, he/she earns 30% of the approved federal aid that he/she was originally scheduled to receive for the trimester. This means that 70% of the disbursed aid remains “unearned” and must be returned to the federal programs. No refunds may be disbursed to a student until the Title IV Federal funds are repaid.

Students remaining in school until the 61 percent of their payment period of enrollment are considered, under federal regulations, to have earned 100% of their federal aid.

The student’s official withdrawal date will be the date the student completes the “official withdrawal form”, or completes the “online drop”. Students are urged to contact Financial Aid for a calculation of Title IV funds that may need to be returned.

FEE INFORMATION

The following fees are payable each trimester (subject to change without notice):

1. Associated Student Body Dues \$100 for the degree programs.
2. Technology Fee \$100 for degree programs, Massage Therapy and Ayurveda Program. \$50 for *Integrated Science Program and Institute of Science Program*
3. AOM – Malpractice Fee \$10

The following fees may also be applicable:

1. Application (non-refundable) \$50 for degree and certificate programs and Integrated Science Program. \$60 Institute of Science Program
2. Late Registration \$100
3. Returned Check/Non-Sufficient Funds \$ 25
4. Term I Lab Fee \$ 35
5. Term VIII DC Clinic Lab \$250
6. Transfer Student
 - a. Advanced Standing Evaluation \$100
 - b. Competency Exam \$50-\$150 per exam
7. Re-entry \$25
8. Identification Card Replacement \$5
9. Deferment (see deferment section)
10. Withdrawal Fee \$100 for degree programs
11. Change of Schedule \$25
12. LACC Malpractice Insurance
 - a. Term VII-Term X (of 10 term track) \$25 each term
 - b. Term VIII – Term XII (of 12 term track) \$25 each term
13. Malpractice Fee \$35 for Massage Therapy and Ayurveda Programs
14. Transcripts \$10
15. Same Day Rush Transcript Fee \$15
16. Duplicates of Diplomas and Certificates:
 - a. Doctor of Chiropractic Diploma \$75
 - b. Doctor of Acupuncture and Chinese Medicine Diploma \$75
 - c. Master of Acupuncture and Chinese Medicine Diploma \$75
 - d. Delta Sigma Certificate \$50
 - e. Dean's List Certificate \$50
 - f. Certificate of Internship \$50
 - g. Shipping Fee for Certificates (outside continental USA) \$10
17. Late Filing (State Board and National Board) \$50
18. Tuition Installment Plan Fee \$50
19. Graduation Fee \$100– DC, MAOM, DACM, Massage Therapy, and Ayurveda Program
20. F-Challenge Exam \$100
21. Make-up Exam \$25 for Degree Programs, \$160 for ISP and IOS
22. ISP/IOS Lab Fee: \$235

23. Term II Professional Affiliation Fee \$60

24. Fee for TCM Tests.com Board Review- \$775-for DACM

Other Costs

The cost of books, per trimester, varies each term, with an average of approximately \$500. Equipment, such as a microscope and diagnostic instruments, is estimated to cost about \$1,200. These costs are subject to change

Financial Aid Program

It is the policy of Southern California University of Health Sciences to assist students as fully as possible to afford a health sciences education. All students admitted to a degree or certificate program may apply for financial assistance. All student financial aid (institutional and federal aid) will be administered by and coordinated through the Financial Aid Office located in the [OneStop Enrollment Services](#) building.

TYPES OF ASSISTANCE

Financial aid is money awarded to assist a student to attend college who would otherwise not have the opportunity. The four basic types of aid are scholarships, grants, loans and work study employment. A student may be awarded: gift financial aid and self-help financial aid. Gift aid is money the recipient does not have to pay back, such as University grants and scholarships, outside scholarships and federal grants. Gift aid can be merit based-awarded on the basis of standards such as academic achievement, or awarded on the basis of financial need as determined by the financial aid application. Self-help financial aid includes Federal and private loans, which must be repaid, and the Federal Work Study program, which requires the student to work while he or she is enrolled.

Scholarships (Exclusive to SCU)

Scholarships are offered to students who demonstrate high academic standards and/or financial need.

SCU Awards

Awards are also made available from the contributions of outside associations and organizations. Special awards are periodically established by outstanding graduates of SCU. Most of these scholarships offer \$250 to \$500 awards.

Legacy Scholarship

A 5% tuition discount will be awarded to all direct line descendants (children and grandchildren) of graduates from an SCU degree program.

Alumni Scholarship Program

The Alumni Association developed the Alumni Scholarship Program to assist currently enrolled students and new students at entrance to SCU. The criteria for this scholarship generally include service to the institution (for continuing students), grade point average, financial need and an essay. These scholarships range from \$250 to \$1,000.

The Bridge Scholarship (International Relocation Program)

The Bridge Scholarship was developed to assist students from out-of-state with relocation expenses in moving to California to attend SCU. The Bridge Scholarship is a one-time relocation award for both International and Domestic applicants. All applicants must have a cumulative 3.0 GPA in all undergraduate course work to qualify.

Dr. Charles L. Cooke Scholarship

This endowed award was developed to emphasize the importance of creating and furthering the awareness of chiropractic within the African-American community. The criteria for this scholarship include a GPA of 2.75 or higher and financial need. African-American students, fourth term and above, are eligible to apply.

Dr. David E. Jackson Memorial Scholarship

The Dr. David E. Jackson Memorial Scholarship is available to chiropractic students who have demonstrated a life-style of civic, community, or humanitarian service. Applicants must be in 3rd term or above and have a minimum accumulative GPA of 3.0. They must write a 500 word essay that addresses the topic of their community or humanitarian service and why this is an important aspect of their life.

Dr. E. Maylon and Lois Drake Scholarship

This endowed award is available to students who actively engage in service to the University and the betterment of the chiropractic profession. The criteria for this scholarship include a GPA of 2.5 or higher and financial need. Students third term and above are eligible to apply.

Dr. Gertrude Dunsworth Scholarship

Through the generous support of the Meyer Distributing Co., an endowed award is made available in the summer term to a student from an under-represented (Native American, African American and Latin American) ethnic group. The criteria for this scholarship include a GPA of 2.7 or higher and financial need. Students from all terms are eligible to apply.

Dr. James W. Fitches Scholarship

An award is available to students who are members of the Church of Jesus Christ of Latter Day Saints. Criteria include a GPA of 2.5 to 3.0, financial need, an essay and activity in extra-curricular support of the chiropractic profession. This scholarship provides a \$1,000 tuition grant which is available to students entering the University.

Dr. Lester McCoy Scholarship

This scholarship will be awarded to a student with an accumulated GPA of 2.75 and a demonstrated history of dedicated civic, community, or humanitarian service. This scholarship provides a \$1,000 tuition award which is available to students entering the University.

Dr. Matthew A. Snider Scholarship

This scholarship was established to recognize students with strong character and a personal philosophy of chiropractic. Applicants must be in their seventh term or above with a minimum GPA of 3.3 at the time the scholarship is awarded.

Dr. Rachel La Croix Scholarship

The Dr. Rachel La Croix Scholarship is available to female chiropractic students with demonstrated financial need. Applicants must be in 7th term or above and have a 3.25 accumulative GPA.

Dr. Shui-Sheng Wu Scholarship

This scholarship is available to full time students on the college of Acupuncture and Oriental Medicine who maintain an accumulated GPA of 3.5 and who are active in AOM clubs on campus or at the state or national level.

The Integrated Science Program Transition Scholarship

The ISP Transition Scholarship was developed to assist students of the SCU Institute of Science Program with their transition into other alternative health care programs at SCU. Applicants for the ISP Transition Scholarship must have attended the SCU Institute of Science Program and will be matriculating in the Los Angeles College of Chiropractic. Applicants for the ISP Transition Scholarship must have completed the following number of courses with the corresponding GPA's.

- 3 ISP classes with a GPA of 3.25
- 6 ISP classes with a GPA of 3.0
- 8 ISP classes with a GPA of 2.75

Joyce King-Stoops & Emery Stoops Scholarship

This award recognizes the most academically and professionally meritorious student(s). Candidates must possess a minimum GPA of 3.0. Selection of the awardees shall be made upon the basis of academic and professional merit only.

Mindlin Awards

A substantial bequest from the estate of Betty and Herman Mindlin has become the corpus of an endowed scholarship program for financially needy students. Entering as well as continuing students are eligible to apply.

Relocation Assistance Program (US relocation program)

The Relocation Assistance Program was developed to help students who are relocating to SCU from within the U.S. that is more than 250 miles away from campus. Student applying for this program must demonstrate financial need. The amount if the financial award will be determined on an individual basis by the members of the Relocation Committee.

Ryan Perkis Memorial Scholarship

The Ryan Perkis Memorial Scholarship is available to full time students (12 units or above) in the College of Acupuncture and Oriental Medicine with an interest in herbology. Applicants must be 3rd term or above, have an accumulative GPA of 3.0 and must write an essay on the topic "How I plan to incorporate herbs into my practice".

SCU Scholarship for AOM Students at Entrance

This scholarship was developed to provide financial assistance to new students entering the College of Eastern Medicine. Students applying for this scholarship must submit an essay discussing how they will make a difference as a practitioner in the field of Acupuncture and Oriental Medicine. They must also have an overall GPA of 3.0 when applying for entrance to SCU.

SCU Scholarship for Dual Students at Entrance

This scholarship was developed to provide financial assistance to new students entering SCU as a dual student. Students applying for this scholarship must submit an essay discussing their personal philosophy of integrative health care. They must also have an overall GPA of 3.5 at entrance to SCU. Students must maintain full time status in the dual cohort program over the first semester. If courses are dropped from the dual program, the student will need to repay the scholarship award.

Additional Scholarships and Grants

A variety of non-institutional scholarships and grants are available to SCU students. Each one has unique requirements. SCU has no control over scholarship or grant fund availability and plays no role in selecting recipients. Information about specific scholarships or grants is available in the One Stop Enrollment Services or on the SCU web site under Financial Aid/Scholarships.

Grants

Grants are based on need and do not need to be repaid. When awarding policies permit, the financial aid package includes a grant.

Federal Pell Grants

Federal Pell Grants are based on exceptional need, they are awarded to undergraduate students who are U.S. citizens or eligible non-citizens and who have not earned a bachelor's degree. During the 2014-2015 Academic year, Federal Pell grant awards will range from \$587 to \$5730 for students enrolled full time. A student cannot receive Federal Pell Grant funds from more than one institution for the same period of enrollment. If more than one institution submits a request for payment to the Federal Pell Grant Program for the same period of enrollment, one of the schools will be required to withdraw the Federal Pell Grant award from the students' financial aid. The student will ultimately be responsible for any balance resulting from the duplicate enrollment. Students who file the FAFSA are automatically considered for the Pell Grant. Eligibility is determined by the federal government. Award amounts depend on a student's Estimated Family Contribution (EFC) and whether enrollment is full time or below. Awards are reduced for students enrolled less than full time.

Employment

The Financial Aid Office coordinates all on-campus student employment.

Federal Work- Study Grant (FWS)

The FWS Program is federally and institutionally funded and designed to provide students with additional support to meet the costs associated with their education. All students with a GPA of 2.0 or higher are eligible to apply for positions in the federal work-study program. Applications are accepted on an ongoing basis. Federal Work Study funds are awarded to students with the greatest financial need. Federal Work Study is a paid work opportunity to eligible applicants, allowing students to earn money to pay for educational expenses. Employment may not exceed 20 hours per week during periods when school is in session. Every effort is made to place students in work related to their career plans or community service. Students are compensated regularly with paychecks disbursed twice a month.

International Work Study Program (IWS)

The IWS Program is institutionally funded and designed to provide International students with additional support to meet the costs associated with their education. Students are compensated regularly paychecks disbursed twice a month.

Loan Programs

Direct Loans

There are two types of Direct Loans: Subsidized and Unsubsidized. Direct Loans are low-interest Subsidized and Unsubsidized Loans financed by the Department of Education. Direct Loans allow students to postpone paying some of the costs of their education until they have completed school.

Subsidized Direct Loans are awarded to undergraduate students who have demonstrated financial need. Subsidized Loans the government pays the interest while students are in school, and during the grace period and deferment periods. Unsubsidized Loans are loans where the student pays all of the interest on the loan. Students may defer the interest while enrolled at least half-time; however, the interest continues to accrue. Students may receive both types of loans at the same time, if eligible. Interest rates are fixed and adjusted by the Department of Education annually; contact the Financial Aid Office for additional information. Interest accrues immediately after students graduate or drop below half-time enrollment. Repayment begins six months after students leave school or drop below half-time enrollment.

Borrowers must realize their commitment and responsibility to repay according to repayment schedules. Before accepting a loan, students should assess their total educational debt and ability to repay after graduation. The University makes every effort to assist student during the repayment of their obligation, University services, including registration and the release of official transcripts, are withheld if the loan becomes delinquent. Seriously delinquent accounts are referred to a professional collection agency for action. All loan recipients must complete an exit interview online at <https://www.studentloans.gov> before leaving SCU for any reason. This interview helps students

understand their loan agreement and their rights and responsibilities. If students fail to participate in an exit interview, the University places a hold on their academic records and registration materials.

Direct PLUS Loans

Direct PLUS Loans are low interest loans designed to help graduate students and parents of undergraduate students meet the total cost of education. Graduate students and parents may be eligible to borrow up to the cost of education for the academic year less any other financial aid received. PLUS loans require a credit check and, in some instances, an eligible cosigner. This loan is available only to borrowers who do not have adverse credit histories. The interest rate is fixed and annually adjusted by the Department of Education. Please contact the Financial Aid Office for information on current interest rates. Graduate students and parents of dependent students may be able to defer repayment of their PLUS loans until after the student is no longer enrolled in school at least half-time, although interest will continue to accrue.

Private Educational Loans

Private loans are available to students who have received the maximum award amounts under the Direct Loan Program and require additional funding. These loans are sponsored by banks and private lending institutions. Interest rates and repayment schedules vary. These loans must be certified by the Financial Aid office before funds can be disbursed. A list of private lenders that SCU students can choose from is listed at <https://choice.fastproducts.org/FastChoice/home/122900/2>

Annual Federal Financial Aid Loan Limits (8 month Academic Year)

Dependent Students

Subsidized Loans		Unsubsidized Loans	Total
Freshman	\$3,500	\$2,000	\$5,500
Sophomores	\$4,500	\$2,000	\$6,500
Juniors/Seniors	\$5,500	\$2,000	\$7,500

Additional Unsubsidized Loans for Students whose parents are denied PLUS loans.

Freshman	\$4,000	\$9,500
Sophomores	\$4,000	\$10,500
Juniors/Seniors	\$4,000	\$12,500

Lifetime Aggregate Limits for Dependent Undergraduate Students

Dependent undergraduate students may be eligible to borrow up to \$31,000 of which no more than \$23,000 may be in unsubsidized loans.

Independent Students

Subsidized Loans		Unsubsidized Loans	Total
Freshman	\$3,500	\$6,000	\$9,500
Sophomores	\$4,500	\$6,000	\$10,500
Juniors/Seniors	\$5,500	\$7,000	\$12,500

Lifetime Aggregate Limits for Independent Undergraduate Students

Independent undergraduate students may be eligible to borrow up to \$57,500 of which no more than \$23,000 may be in unsubsidized loans.

Graduate Students

Graduate students may be eligible to borrow \$20,500 per 8 months for their academic program. Doctor of Chiropractic students may be eligible to borrow up to \$33,000 per 8 months for their academic program

Lifetime Aggregate Limits for Graduate Students:

The lifetime borrowing limit for MAOM and DACM students is \$138,500 of which no more than \$65,000 may be in subsidized loans. The lifetime borrowing limit for graduate Doctor of Chiropractic students is \$224,000 of which no more than \$65,000 may be in subsidized loans.

ELIGIBILITY, APPLICATION PROCESS, AND RENEWAL

Eligibility

- To be eligible for federal, state and need-based institutional aid the student must:
- Be a U.S. Citizen or permanent resident.
- Complete the FAFSA (Free Application for Federal Student Aid).
- Be accepted for admission to the University as a regular, degree or certificate seeking student.
- Demonstrate financial need.
- Be enrolled in good standing with at least half-time status.
- Maintain satisfactory academic progress.
- Male students must be registered for the draft with Selective Service. If the student is 18 years old born after December 31, 1959, and is not a current member of the active armed service. Males who are 26 and older are not required to register with the selective Service.
- Not be in default on any Title IV loan or owe a repayment on any title IV grant.
- A student who has a drug conviction felony record may not be eligible to receive federal student aid.
- *Non-citizens and or International Student may qualify for private, University and or merit based aid.*

Determination of Financial Aid Awards

Eligibility for need based financial aid is the difference between the Cost of Attendance (minimum costs include tuition, fees, books and supplies) and the Expected Family Contribution (what the federal government says a family can contribute). Subtract the Expected Family Contribution from the Cost of Attendance to Determine the financial need ($COA - EFC = FN$), or the financial aid eligibility for need based financial aid.

Cost of Attendance is the average cost for a student to attend SCU for the academic year. The Cost of Attendance includes allowances for tuition, fees, transportation, books, supplies, and room and board. However, only the cost of tuition and fees must be paid directly to the University. The total financial aid awarded cannot exceed the total Cost of Attendance. The Expected Family Contribution is calculated from the income and assets information a student and his or her family have provided on the FAFSA. The expected Family Contribution is the dollar amount the Federal government has determined that a student and his or her family are expected to contribute toward educational costs for the academic year.

The Office of Financial Aid will determine financial aid eligibility and award the student federal and institutional aid. Once a student's financial aid for the academic year is determined, the Office of Financial Aid will send the student a Financial Aid award letter along with other important information and instructions.

SCU awards institutional financial assistance on the basis of financial need and merit and does not discriminate on the basis of race, color, national or ethnic origin, religion, age, sex, disability, or prior military service.

Application Procedures

To apply for a Federal Direct Loan you will need to complete the steps below. In order to be eligible for Federal Direct Loan a student must have been accepted for admission and all required admissions documents are received.

Step 1: Complete the Free Application for Federal Student Aid (FAFSA) by using "FAFSA on the Web" at www.fafsa.ed.gov. The Free Application for Federal Student Aid (FAFSA) is the document used to evaluate a student's ability to contribute to his/her cost of attending college. When you enter the school code of 001229 a copy of the results will be forwarded to SCU.

Step 2: Complete the online loan entrance counseling (required for first time borrowers). This process informs the student of aid terms, rights and responsibilities and repayment information. Borrowing a student loan is a serious financial obligation, and the entrance counseling will provide you with the important information you need to know to be able to make an informed decision about student loan borrowing. Students may visit the following website <https://studentloans.gov> to complete this process online.

Step 3: Complete and sign the electronic Master Promissory Note. The Master Promissory Note (MPN) is a legal document in which you promise to repay your loan(s) and any accrued interest and fees to the

U.S. Department of Education. It also explains the terms and conditions of your loan(s). Unless your school does not allow more than one loan to be made under the same MPN, you can borrow additional Direct Loans on a single MPN for up to 10 years. Students are able to sign their MPN electronically on the web at <http://www.studentloans.gov>.

Financial Aid Renewal for Returning Students:

All students must reapply for financial aid annually. Renewable financial aid is conditionally based on a students' ability to maintain academic standards and financial aid eligibility.

FAFSA Results:

After the federal processor has processed a students' FAFSA, the student will receive a Student Aid report (SAR). This summarizes the information on the student's FAFSA and indicates the families' Expected Family Contribution (EFC), the amount the family is expected to contribute towards the student's educational expenses for the academic year. The Financial Aid Office will receive the FAFSA results as long as the student has listed SCU on the FAFSA or SAR and the student has been officially admitted into a degree or certificate program at SCU. The SCU school code is 001229.

Submit All Documents Requested to SCU's Financial Aid Office

Financial aid cannot be awarded until a student's financial aid file is complete. During the financial aid process you may be asked to submit additional paperwork in order to process your financial aid. Failure to turn in all requested documents to the Financial Aid Office by the deadline specified in the request may result in the loss of financial aid for which the student may otherwise have been eligible.

A student may be selected for "verification." This means the student has been selected by the federal government to provide specific documents verifying income information, family size, or other supporting documents.

When this occurs, the student will be notified on the Student Aid Report (SAR), and the Financial Aid Office will send the student written request or email notification to submit a completed verification worksheet a tax transcript copy or tax transcript from the IRS, W-2's, and other necessary documents. Additional documentation (such as Selective Service or citizenship documents) may be requested to complete a student's file. The student's file is not complete until all required documents, are properly filled out, and have been received by the Financial Aid Office. Financial aid cannot be awarded until a student's financial aid file is complete.

Obtain Official Admission to SCU

A prospective student may complete the steps to apply for financial aid before he or she is officially admitted to SCU. However, financial aid will not be awarded until the student is officially admitted.

FINANCIAL AID STANDARDS

Satisfactory Academic Progress Policy

The federal government requires universities to develop and enforce an internal system to monitor the academic progress of financial aid recipients and mandates that financial aid recipients be making satisfactory academic progress in order to maintain financial aid eligibility. These standards may be different than the academic standards required to remain in the program, or to earn a degree or certificate. The standards set forth in this policy shall be used to determine eligibility for participation in student financial aid program at SCU. Academic progress criteria apply to applicants and recipients of financial aid programs created under Title IV regulations of the Higher Education Act of 1965, as amended, as well as to other programs used by the Financial Aid office at SCU. The specific programs include the following:

1. Federal Parent and Graduate Plus Loans
2. Federal Pell Grant
3. Federal Work Study

The standards of satisfactory academic progress also apply to students receiving agency-sponsored assistance; and participation in all scholarship, grant, loan, and employment programs provided through SCU funds

Standards

At the end of each term the academic progress of financial aid students is measured by the criteria listed below. Students must meet all of the following standards:

1. Maintaining a cumulative GPA of 2.0 or better.
2. Complete a minimum number of units each term by enrolling in eight or more trimester units per term.
3. Complete the primary educational objective within a maximum time frame.

Initial Review

The academic progress of financial aid recipients are reviewed at the end of each term. There are two categories within the standards of satisfactory academic progress that students must meet: qualitative and quantitative. Students who meet or exceed these standards are said to be making satisfactory academic progress.

Qualitative Measurement

Students must remain in good academic standing to meet the GPA Standard. Good Academic Standing is defined as maintaining a minimum cumulative GPA of 2.00. GPA's are reviewed at the end of each trimester. If a student does not meet satisfactory academic progress at the end of an enrolled term, the student will be given one additional term to make the required cumulative GPA. This additional term is labeled as the financial warning period.

Quantitative Measure

At the time of review, a student's ratio of the number of semester hours earned is compared to the semester hours attempted to determine whether quantitative standards are being met. To maintain

satisfactory academic progress, students must complete at least 67% of the units attempted each term.

Maximum Time Frame

Students not completing their degrees within the maximum time frame are not considered to be making satisfactory academic progress toward their certificate or degree. For the Doctor of Chiropractic degree, students must complete their program within six calendar years, beginning with initial matriculation. For the Masters in Acupuncture and Oriental Medicine students must complete their program within four and one third years beginning with initial matriculation.

Failure to Maintain Standards

At the end of each term the Financial Aid Office notifies students who do not meet satisfactory academic progress requirements, in writing. Students who fail to meet the satisfactory academic progress standards are disqualified from receiving future financial aid.

The Appeal Process:

Students may be given the opportunity to appeal the determination that they are not meeting the satisfactory academic progress standards and the financial aid suspension. Appeals for regaining eligibility are based on extenuating circumstances. Examples of extenuating circumstances include, but are not limited to: injury; extended illness; Death of an immediate family member or a one-time extenuating or unusual circumstance. The student must obtain, complete, and submit, along with any supporting documentation, an SCU Satisfactory Academic Progress Appeal Form and submit it to the Financial Aid Office.

Regaining Financial Aid Eligibility

Students who have lost eligibility for financial aid due to lack of academic progress can be reinstated by successfully completing sufficient units to meet the desired standards. The student must notify the Financial Aid Office once the units have been completed.

Financial Aid Disqualification

Students who fail to meet the minimum standards of the Satisfactory Academic Progress Policy are no longer eligible to receive financial aid at SCU.

Academic Disqualification

Students who are academically disqualified are no longer eligible to receive financial aid at SCU.

Financial Aid Disbursements

Financial Aid funds are disbursed through the Office of Student Accounts. The total amount of financial aid for the academic year is divided among semesters or terms for which the student is enrolled, as reflected on the financial aid award letter. Students must meet eligibility requirements before financial aid is disbursed. Eligibility requirements include but are not limited to the following: being officially admitted into an eligible program, enrolling in the correct number of units in classes leading toward the student's degree, maintaining satisfactory academic progress, and completing necessary documentation.

Notice of Disbursement and Right to Cancel Federal Loans:

Students and borrowers have the right to cancel the entire loan or any portion of any federal Direct or PLUS loan. Requests to cancel a specific loan disbursement may be submitted prior to the date of crediting to the students account or within 14 days from the date the student receives official notification from the Financial Aid or Student Accounts Office that loan funds have credited to the student's account. To request cancellation of a loan disbursement, the student can complete a Request to Cancel and Return Loan Form. Cancelling a loan disbursement could cause a balance to be due which the student will be responsible for paying. This is especially true if the student received a bookstore voucher or a refund due to excess funds (credit balance) on the account.

Withdrawal from SCU by Financial Aid Recipients

A student receiving Federal Pell Grants, Federal Direct Loans, Federal Direct PLUS loans, who withdraws from SCU is subject to the Return of Federal Funds Provision included in the regulations governing the administration of Federal Student Aid Funds. Any amount established by the Return to Federal Funds provision will be returned to the Federal programs in the following order:

- Federal Unsubsidized Direct Loan
- Federal Subsidized Direct Loan
- Federal Direct Parent Plus Loan
- Federal Graduate PLUS loan
- Federal Pell Grant
- Other title IV grant funds

Cohort Default Rate

The cohort default rate refers to the three-year period that begins on October 1 of the fiscal year when the borrower enters repayment and ends on September 30 of the second fiscal year following the fiscal year in which the borrower entered repayment. The cohort default rate is the percentage of a school's borrowers who default on their federal financial aid loans within that period. Southern California University of Health Sciences has a 3.2 cohort default rate for the federal cohort year 2011.

REPAYMENT OF STAFFORD LOANS

Repayment of the Federal Direct Loans begins six months after the student graduates, drops below half-time enrollment status, or withdraws from school. A variety of repayment options and loan assumption programs are available to borrowers, and the information about these options may be obtained from the Federal Direct Loan program. Repayment of the Federal Direct Parent PLUS loan can begin 60 days after the last disbursement if the parent chooses. However, parents are now eligible to defer their Direct Parent PLUS Loan payments until after their dependent graduates. The Federal Direct Loan program at <https://studentloans.gov> can provide specific information regarding this new benefit.

Consolidation Loans

Loan consolidation programs through the federal government exist to help students manage repayment after graduation. Consolidation loans allow student or parent borrowers to combine multiple federal

student loans into one loan with one monthly payment. A federal consolidation loan cannot include private loans. However, some private lenders may offer consolidation loans. Borrowers should be aware that they will lose their federal borrower benefits if they consolidate their federal student loan into a private consolidation loan. Borrowers should always exhaust federal student loan options first before considering a private consolidation loan.

Deadlines

In general, a student should submit an application for aid 90 days prior to intended use of funds. Scholarship application deadlines vary.

UNDERSTANDING AID TERMS & CONDITIONS

Students must agree to several conditions for the privilege of receiving financial aid dollars. Conversely, those providing and those administering these funds also have obligations to student recipients. These are noted below:

Rights

Students have the right to fully understand terms and conditions of all programs for which they are applying.

Appeals

Students have the right to request a re-evaluation or appeal of any decision that they may consider improper or unfair. Appeals of institutionally administered funds and policies are reviewed and acted upon by the Student Grievance Committee made up of faculty, students and staff.

Confidentiality

Students and their families have the right to have information about their financial circumstances kept confidential. In most instances, the student will sign a release to allow access to this information to third parties other than those providing and administering aid programs. The University adheres to the provisions of the Family Educational Rights and Privacy Act (FERPA).

Right of Access

With a few exceptions, provided by law, SCU students may see their educational records upon request. Access will be granted as soon as possible and no later than 45 days after the request. Students further have the right, under established procedures, to challenge the factual accuracy of the records and to enter their viewpoints into the record. Students may waive the right of access to recommendations and evaluations in the cases of applications for employment and nominations for awards.

Work Terms

Students have the right to be treated fairly in work situations.

Understanding Responsibilities Associated with Aid

Changes Students are responsible for notifying the University and the Federal Direct Loan Program of any changes in name, address, phone number, and marital, and/or financial status within 30 days of the change. Recipients of student loans must complete a deferment to prevent repayment on loans previously received. Loan deferment forms are completed by the Registrar or a Financial Aid Officer.

Enrollment

If a student fails to enroll; all financial aid funds are canceled. In no instance can aid money be made available prior to registration for a term or in a term for which the student is not enrolled.

Fiscal Responsibility

The student has the responsibility to use funds received from financial aid sources in the manner specified by the awarding agency. In the event the student receives federal funding, the student agrees to use this money for educationally related expenses, which include costs for tuition, fees, books supplies, transportation, housing and food costs and incidental expenses.

If a student reports incorrect information on a financial aid application, the student will have to repay any portion of aid that should not have been received. In cases where it has been determined that incorrect information was deliberately reported, the student will also be referred to the student judicial process for disciplinary action as well as to the Office of Inspector General of the U.S. Department of Education. Falsification of financial aid information could lead to disciplinary action at the institution level and falsification of financial aid information could lead to fines, imprisonment, or both at the federal level.

Finance and Debt Management

Utilizing the philosophy that sound financial plans provide a cornerstone to future life accomplishments, financial aid counselors are available to assist students on all aspects of personal finance, budgeting and debt management. Students are encouraged to minimize their costs while in attendance at SCU in order to reduce their debt upon graduation.

BENEFITS OTHER THAN FINANCIAL AID

U.S. Veteran's Administration Benefits:

The Veterans Administration requires all entering veterans to be formally admitted to the University before becoming eligible to receive VA benefits. All prior transcripts and military documents must be received and evaluated by the Registrar prior to the start of the term. Once veterans have been admitted and evaluated, they must notify the Financial Aid Office each term to certify their benefits.

To maintain eligibility, veterans must successfully complete all units enrolled. Veterans who fail to maintain Satisfactory Academic Progress for two terms will be disqualified and will have their benefits terminated. Regular attendance in all class sessions is a primary obligation of a student. The condition of payment by the Veteran's Administration of Educational Benefits is based upon actual attendance and satisfactory progress. The minimum Cumulative Grade Point Average (CGPA) for graduation is 2.0 on the basis of a 4.0 scale for an "A." A "C" (GPA 2.0) average is required for each trimester. No student will

be considered to have made satisfactory progress when failing a course, or receiving no credit, including incompletes, or withdrawing from all subjects undertaken, except when there are extenuating circumstances. Extenuating circumstances for withdrawal are defined as compelling reasons that were unpredictable at the time of registration, as determined by the Veterans Affairs Office. Questions regarding Veteran's Benefits should be directed to the financial aid certifying official in the OneStop Enrollment Services Center. A student previously enrolled at another educational institution should complete a "Request for Change of Program or Place of Training" form, which may be obtained online at www.va.gov.

Yellow Ribbon Program: SCU is pleased to participate in the Yellow Ribbon Program. The yellow Ribbon Program is a partnership between SCU and the Department of Veterans Affairs (VA). The program is a provision of the Post 9/11 Veterans Educational Assistance Act of 2008 and designed to help students supplement their Post 9/11 GI Bill Tuition Benefits. For additional information or questions regarding military and veteran benefits, please contact the Financial Aid Office.

Tuition Payment Options

Some special payment provisions and tuition reduction options are available for students. See "Methods of Paying Tuition."

About SCU

University Governance

Governance and Management of the University

SCU is committed to sound academic management principles. The ultimate responsibility for educational and management policies, expansion and acquisition of property and fiscal solvency lies with the SCU Board of Regents.

The daily governance of the Institution has been delegated by the Board to the president, who in turn delegates specific responsibilities to members of the cabinet. Administratively, department heads are accountable for the management of respective departments. The University espouses a participatory management philosophy. A comprehensive policy manual has been developed to guide the operation of the university. Those policies pertaining to students are contained in the student handbook provided to students upon enrollment. As information may occasionally change, the final authority for all policies can be obtained from the SCU Policy Manual.

Board of Regents

Jeff Bowne, DC

Donna Cloughen, DC, LAc

Mark Dederichs, DC, LAc

Martin Gallegos, DC

Sonja E. Gibson, MBA

Ronald S. Hodges, JD

William J. Keppler, PhD

Ron Lau, EdD, MBA

Lawrence Tain, DC

William Valusek, DC, FACO

Caleb K. Zia, MSEE, EdD

Senior Administration

President

Chief Executive Officer (CEO)

John Scaringe, DC, EdD

BS, Slippery Rock University; 1980

DC, New York Chiropractic College, 1987

DACBSP, American Chiropractic Board of Sports Physicians; 1994

MS, California State University Fullerton, 2000

EdD, California State University Long Beach, 2010

Vice President for Academic Affairs

Chief Academic Officer (CAO)

J. Todd Knudsen

BS, Los Angeles College of Chiropractic, 1986

DC, Los Angeles College of Chiropractic, 1990

DACBR, American Chiropractic Board of Radiology, 1993

Vice President of Administration and Finance

Chief Financial Officer (CFO)

Thomas K. Arendt

BS, Chapman University, 1990

Vice President for Enrollment Management and Student Affairs

Chief Enrollment Officer (CEnO)

Debra Mitchell

Associate Vice President for SCU Health System

Chief Clinical Officer (CCO)

Melissa Kimura

MAOM, Southern California University of Health Sciences, 2007

DC, Southern California University of Health Sciences, 2007

BA, Dartmouth College, 1999

Academic Administration

Noni Threinen

Associate Vice President for Academic Affairs

BA, Gustavus Adolphus College, 1973

DC, Northwestern College of Chiropractic, 1987

MS, Capella University, 2003

EdD, University of St. Thomas, 2009

Heidi Crocker

Interim Dean, College of Science and Integrative Health (CSIH)

BS, University of Kentucky, 1988

DC, Logan College of Chiropractic, 1991

MS, University of Louisville, 2009

EdD, Western Kentucky University, 2014

Michael Sackett

Dean of Los Angeles College of Chiropractic (LACC)

DC, Cleveland Chiropractic College, 1982

MS, University of Bridgeport, 1988

Diplomate, American Board of Chiropractic Orthopedists, 1991

Bob Damone

Dean, College of Eastern Medicine (CEM)

MSTCM, American College of Traditional Chinese Medicine, 1989

DACM, Pacific College of Oriental Medicine, 2013

Faculty of the University

Please note the following: Faculty may teach in more than one program. The following college or clinical designations (LACC, CEM, CSIH, and UHS) below each name are where each faculty are assigned. Additionally, (PT) denotes part-time faculty.

Todd Andrews (PT)

LACC

Assistant Professor

BA, California State San Bernardino, 1998

DC, Southern California University of Health Sciences, 1992

BS, Southern California University of Health Sciences, 1975

DC, Southern California University of Health Sciences, 1976

MA, United States International University, 1986

PhD (Psychology), United States International University, 1988

Sherry Assal

LACC

Diagnostic Imaging Resident

BS, California State Long Beach, 2009

DC, Southern California University of Health Sciences, 2012

Thomas R. Bodette

LACC

Chair of Associated Clinical Sciences Department

Assistant Professor

BS, University of Notre Dame, 1999

DC, Palmer College of Chiropractic West, 2004

Certificate, American Chiropractic Board of Sports Physicians, 2006

Sameh Aziz Awad

CSIH

Associate Professor

MD, Cairo University, Egypt, 1980

Trung Hung Bui (PT)

CSIH

Instructor

BS, University of California Irvine, 1999

DC, Southern California University of Health Sciences, 2003

Samir Ayad

CSIH

Associate Professor

MD, Alexandria University, 1983

Jesika Babajanian (PT)

LACC

Assistant Professor

DC, Southern California University of Health Sciences, 1997

Jonathan Carlos

CSIH

Associate Professor

BS, University of Manila, 1977

MD, University of Manila, 1981

Annie Babikian

UHS

Spine Care Resident

DC, Southern California University of Health Sciences, 2013

James, Cox

UHS

Quality Assurance Chair

Assistant Professor

DC, Southern California University of Health Sciences, 2007

Charles Bates

LACC

Assistant Professor

BS, Lock Haven University of Pennsylvania, 1994

DC, Southern California University of Health Sciences, 1998

Heidi Crocker

CSIH

Interim Dean CSIH

Associate Professor

BS, University of Kentucky, 1988

DC, Logan College of Chiropractic, 1991

MS, University of Louisville, 2009

EdD, Western Kentucky University, 2014

Marc Andre' Bock (PT)

CSIH

Associate Professor

BA, St. John's College, 1968

Bob Damone, 2014
CEM
Dean CEM
Associate Professor
MSTCM, American College of Traditional Chinese Medicine, 1989
DAOM, Pacific College of Oriental Medicine, 2013

Sarah Dirks (PT)
CSIH
Instructor
BS, Biola University, 2008
DC, Southern California University of Health Sciences, 2010

Beth Dominicis
LACC
Assistant Professor
BA, University of California, San Diego, 1982
BA, CSU, Long Beach, 1985
DC, Southern California University of Health Sciences, 1994

Justin Dreyfuss
SPS Instructor
BS, University of California, Los Angeles, 2005
MS, California State University, Northridge, 2010

Matthew Eurich
LACC
Director, Diagnostic Imaging Residency
Assistant Professor
BS, Logan College of Chiropractic, 1994
DC, Logan College of Chiropractic, 1996
Diplomate of the American Chiropractic Board of Radiology, 2004

Charles Fernandez
Emeritus Professor
BS, DC, Logan College of Chiropractic, 1973
Diplomate, American Board of Chiropractic Orthopedists, 1989
MS, Royal Melbourne Institute of Technology, 2002

David Foster
LACC
Assistant Professor
BS, University of Southern California, 1992
DC, Southern California University of Health Sciences, 1997

Troy Holder
UHS
Sports Medicine Resident
DC, Palmer College of Chiropractic West, 2010

Paul Hooper

Certificate, National Strength and Conditioning Association, 2004
MA, Chapman University, 2012
Diplomate, American Chiropractic Board of Sports Physicians, 2012

Elano Galvez (PT)
CSIH
ISP Instructor
BS, Far Eastern University (Manila, Philippines), 1977

Kevin Glenn (PT)
LACC
Assistant Professor
BS, Southern California University of Health Sciences, 1980
DC, Southern California University of Health Sciences, 1983

Emile Goubran
Emeritus Professor
MD, Alexandria University, 1965
MS, Alexandria University, 1970
PhD (Anatomy), Alexandria University, 1973

Bachir Hadid (PT)
CSIH
ISP Instructor
BS, University of California, Berkeley, 2011
MS, Dominican University of California, 2013

Gina Hamilton
LACC and CEM
Assistant Professor
BS, Biological Sciences, 2006
DC, Southern California University of Health Sciences, 2010
MAOM, Southern California University of Health Sciences, 2011

Anton Hawatmeh (PT)
CSIH
ISP Instructor
MD, Aristotle's University of Thessaloniki, 1978

Phuong Ngo-Hazelett (PT)
CSIH
ISP Instructor
BS, University of California, Berkeley, 1997
MD, Oregon Health & Science University, 2008
Professor Emeritus
BS, Pittsburgh State University, Kansas, 1971
DC, Cleveland College of Chiropractic, 1975
MPH, Tulane University, New Orleans, 2002
MS, University of Surrey, 2004

Joseph Horrigan (PT)

LACC**Associate Professor**

DC, Southern California University of Health Sciences, 1988
Diplomate, American Chiropractic Board of Sports Physicians, 1994

Lung-Cheng (Eric) Hsiao**CEM****Chair, Foundations and Principles Department****Professor**

BS, Guang Zhou University of Chinese Medicine, China 1994
PhD, Beijing University of Chinese Medicine, China 1999

Lung-Sheng (Lawrence) Hsiao**CEM****Chair, Herbology and Internal Medicine Department****Professor**

BM, Beijing University of Chinese Medicine, China 1997
MS, Beijing University of Chinese Medicine, China 2000

Henry Hwang (PT)**CEM****Instructor**

BS, University of California Irvine, 1996
DC, Los Angeles College of Chiropractic, 1999
MAOM, Southern California University of Health Sciences, 2004

San Hong Hwang**CEM****Emeritus Professor**

MD, Chung-Shan Medical & Dental College-Taiwan, 1968
OMD, Samra University of Los Angeles, 1983

Carol Itatani**CSIH**

PhD, University of Southern California

Steven Jaffe**CSIH****Executive Director, Student Affairs****Assistant Professor**

BS, Cleveland College of Chiropractic, 1984
DC, Cleveland College of Chiropractic, 1984

Keri Johnson (PT)**LACC****Instructor**

BS, Human Biology, 2002
DC, Cleveland Chiropractic College, 2003

Ian Jones (PT)**CSIH****ISP Instructor**

BS, Centre College, Kentucky, 2002
PhD, University of Arizona, 2008

Gena E. Kadar**CSIH****Chair, Division of Integrative Health Sciences****Associate Professor**

BS, McGill University, 1998
DC, Southern California University of Health Sciences, 2001
Certificate, Nutrition Specialist, American College of Nutrition, 2001

Omar Khalid (PT)**CSIH****ISP Instructor**

BS, Cal State University at Fullerton, 2003
PhD, University of Southern California, 2009

Jon Yueh King (PT)**CEM****Instructor**

AA, Bellevue College, 1998
BS, University of Washington, 2005
DC, Southern California University of Health Sciences, 2009
MAOM, Southern California University of Health Sciences, 2010

Melissa Kimura**UHS****Associate Vice President for SCU Health System & Chief Clinical Officer****Assistant Professor**

BA, Dartmouth College, 1999
DC, Southern California University of Health Sciences, 2007
MAOM, College of Acupuncture and Oriental Medicine, 2007

Anupama KizhakkeVeettil**CSIH****Ayurveda Program Director****Assistant Professor**

BAMS, Mangalore University, 1998
MAOM, College of Acupuncture and Oriental Medicine, 2006

Sean Kono (PT)**CSIH**

DC, Cleveland Chiropractic College, Los Angeles

J. Todd Knudsen**VP for Academic Affairs****Associate Professor**

BS, Southern California University of Health Sciences, 1988
DC, Southern California University of Health Sciences, 1990
Diplomate, American Chiropractic Board of Radiology, 1993

Jennifer Kroger (PT)**CEM****Instructor**

BS, Black Hills State University, 2003
DC, Southern California University of Health Sciences, 2006
MAOM, Southern California University of Health Sciences,

2008

Varsha Kumar

LACC

Diagnostic Imaging Resident

BS, University of Toronto, 2007

DC, Canadian Memorial Chiropractic College, 2011

Jonathan Law (PT)

CEM

Instructor

BS, Cal-Poly Pomona, 1988

MSAOM, South Baylo University, 1992

Clifford Lee (PT)

CEM

Assistant Professor

BA, Swarthmore College, 1993

MS Ed, University of Pennsylvania, 1998

MSAOM, South Baylo University, 2006

Felix Lee

LACC

Assistant Professor

DC, Southern California University of Health Sciences, 2000

Thomas T. Lee (PT)

CEM

Instructor

DC, Los Angeles College of Chiropractic, 1997

MAOM, Southern California University of Health Sciences, 2011

Christine Lemke

CSIH

Associate Professor

DC, Southern California University of Health Sciences, 1997

Elijah Levy

CSIH

ISP Instructor

BA, California State University, Long Beach, 1980

MS, California State University, Dominguez Hills, 1983

PhD, California School of Professional Psychology, Los Angeles, 1987

David Lin

Professor Emeritus

BS, Taiwan Normal University, 1959

MA, College of William and Mary, 1967

PhD, SUNY, Buffalo, 1971

Christine Lukens

CSIH

Massage Therapy Instructor

DC, Southern California University of Health Sciences, 2009

BS, University of Utah, 2006

Deepika Mathur (PT)

CSIH

ISP Instructor

BA, University of Wisconsin, 1985

MD, St. George's University of Medicine, 2002

Melany A. Meier

LACC

Associate Professor

DC, Southern California University of Health Sciences, 1981

John Miller

LACC

Credentialing Coordinator

AA, El Camino College, 1975

BS, Southern California University of Health Sciences, 1980

DC, Southern California University of Health Sciences, 1980

Sue Mir

CEM

Assistant Professor

DOM, South Baylo University, 2006

MAOM, South Baylo University, 1999

Paige Morgenthal

LACC

Chair of Chiropractic Principles and Practice Department Professor

BA, Douglass College, Rutgers University, 1974

BS, D.C. Los Angeles College of Chiropractic (SCUHS), 1981

MS, California State University, Fullerton, 2004

Rochelle Neally

LACC

Chair of Selectives Department

DC, Life Chiropractic College West, 2000

Saharut "Sunny" Nilchavee

CSIH

Lead Instructor, Massage Therapy

BS, University of Southern California, 1998

MS Ed, University of Southern California, 1999

DC, Southern California University of Health Sciences, 2003

Certified Thai Traditional Massage Practitioner, 2003

John Van Nguyen (PT)

CSIH

ISP Instructor

AS, Los Angeles Pierce College, 1995

BS, University of California, Riverside, 1998

PhD, University of Florida, 2004

Minh Vinson Nguyen

CSIH

ISP Instructor

BS, University of California - San Diego, 2007

Otra Olver (PT)

CSIH

DC, Southern California University of Health Sciences, 2012

Andrew Park

LACC

Assistant Professor

BS, University of California, Irvine, 1994

DC, Southern California University of Health Sciences, 1998

Jayagopal Parla

CSIH

Ayurveda Instructor

BAMS (Bachelors in Ayurvedic Medicine and Surgery),
University of Mangalore, 1998

MD (Ayurveda), Rajiv Gandhi University, 2005

Robert Patterson (PT)

LACC

Assistant Professor

DC, Cleveland Chiropractic College - Los Angeles, 1997

EMT, Los Angeles Valley College, 2000

CCSP, American Board of Chiropractic Sports Physicians,
2001

Chun Fu Peng (PT)

CSIH

Associate Professor

BS, National Taiwan University, 1965

MS, National Taiwan University, 1968

PhD, University of Arkansas, 1975

Valerie Razutis

CEM

Associate Dean of CEM

Chair of Doctoral Studies

Assistant Professor

EMS, Mt. San Antonio College, 1987

MSOM, Acupuncture and Integrative Medicine College, 2009

DAOM, Oregon College of Oriental Medicine, 2015

Hector Rivera-Melo

UHS

Director, Center for Diagnostic Imaging

Clinical Instructor

DC, Southern California University of Health Sciences, 2009

Diplomate, American Chiropractic Board of Radiology, 2012

Patricia A. Rogers

CSIH

Assistant Professor

BS, Herbert H. Lehman College, State University New York,
1977

DC, Southern California University of Health Sciences, 1983

Kevin A. Rose

CSIH

Professor

DC, Southern California University of Health Sciences, 1984

Diplomate, American Board of Chiropractic Orthopedists,
1991

MPH, Cal State Long Beach, 2002

Robb Russell

UHS

**Director of Spine Care Residency and Executive Director
of SCU Centers of Excellence**

Associate Professor

BS, San Diego State University, 1978

DC, Los Angeles College of Chiropractic, 1982

John Sellers (PT)

CEM

Instructor

MAOM, Southern California University of Health Sciences,
2009

DC, Los Angeles College of Chiropractic, 1996

BS, California State University-Long Beach, 1996

Nathan Sermeno

UHS

Sports Medicine Resident

BA, University of California Irvine, 2007

DC, Southern California University of Health Sciences, 2013

AnShen Shi (PT)

CEM

Associate Professor

BS, Beijing College of Chinese Medicine, 1982

MS, China Academy of Traditional Chinese Medicine, 1987

Margaret Shih (PT)

CEM

Assistant Professor

BS, Taipei Medical University, Taiwan, 1997

MSAOM, South Baylo University, 1999

PhD, Beijing University of Chinese Medicine, 2006

David Sikorski

CSIH

**Chair of Business and Practice Management Department
Professor**

BS, Canisius College, New York, 1969

DC, Pasadena College of Chiropractic, 1986

Donna Sir (PT)

CSIH**ISP Instructor**

BS, University of California at Irvine, 2003
PhD, University of Southern California, 2008

Matthew Skalski**LACC****Diagnostic Imaging Resident**

BS, University of Wisconsin Eau Claire, 2008
DC, Northwestern Health Sciences University, 2011

Christie Smirl (PT)**CSIH****Massage Therapy Instructor**

MS, Loma Linda University, 2000
NP (Nurse Practitioner), Loma Linda, 2000

Danielle Sokol (PT)**CSIH****Massage Therapy Instructor**

BS, California State University, Fullerton, 1994
DC, Los Angeles of Chiropractic, 2003

Timothy Stein (PT)**LACC****Instructor**

BS, California Baptist University, 2000
DC, Southern California University of Health Sciences, 2004

Jeremy Summers (PT)**LACC****Instructor**

BA, Park University, 2004
DC, Southern California University of Health Sciences, 2009
MAOM, Southern California University of Health Sciences, 2011

Astor Suriano (PT)**CSIH****IoS Instructor**

BS, Loyola Marymount University, Los Angeles, 2003
MS, California State University, Long Beach, 2013

Ben Taylor (PT)**CSIH****Massage Therapy Instructor**

BS, California State University, Long Beach, 2009
MT, Southern California University of Health Sciences, 2010

Gene S. Tobias**Emeritus Professor**

BA, University of California, Berkeley, 1969
MA, State University of New York, Buffalo, 1971
PhD (Physiology), State University of New York, Buffalo, 1974
DC, Southern California University of Health Sciences, 1998

Karen Trevizo-Diaz (PT)**CSIH****Massage Therapy Instructor**

BA, Scripps College, 2009
MT (Massage Therapy Certificate), Southern California University of Health Sciences, 2012

Manuel Urteaga (PT)**LACC****Instructor**

DC, Southern California University of Health Sciences, 2007
MS, California State University Long Beach, Sports Medicine, 2013
BS, California State, University Fullerton, Exercise Science, 2003
CSCS, NSCA, 2010
Registered Clinical Exercise Physiologist, ACSM, 2014

Bharathi Venkatachalpathy (PT)**CSIH****Ayurveda Instructor**

Stress Management Certification, Cerritos College, 2008
Therapeutic Nutrition Certification, Cerritos College, 2008
BAMS, Bangalore University, India, 1999

Manjusha Vinjamury (PT)**CSIH****Ayurveda Instructor**

BA, University of Poona
MD (Ayurveda), University of Kerala, 1992
MAOM, Southern California University of Health Sciences, 2006

Sivarama Vinjamury**CEM****Chair of Capstone Research****Associate Professor**

MD, University of Kerala, 1993
BA/MS, Osmania University, 1989
MAOM, Southern California University of Health Sciences, 2003

Chiao-Nien Wang (PT)**CEM****Assistant Professor**

BS, National Taiwan University of the Arts, 1992
MSAOM, South Baylo University, 1994

Paul Wanlass**LACC****Chair of the Clinical Internship Department****Associate Professor**

DC, Southern California University of Health Sciences, 1999
CSCS, National Strength & Conditioning Association

CSPN, International Sports Sciences Association

Jason Weidenmann

CSIH

IoS Instructor

MS, University of Missouri, 1999

Jeré Wilson (PT)

CSIH

ISP Instructor

BS, California State Polytechnic University, Pomona, 2006

MS, California State University, Los Angeles, 2009

Sarah Witt (PT)

CSIH

DC, Southern California University of Health Sciences, 2011

CCSP, American Chiropractic Board of Sports Physician,
2012

Andrea Wong (PT)

CSIH

DC, Southern California University of Health Sciences, 2013

Curtis Yomtob

LACC

Associate Professor

BS, Southern California University of Health Sciences, 1991

DC, Southern California University of Health Sciences 1993

Jenny Yu

UHS and CEM

Chair, Clinical Education Department

Associate Professor

BA, University of Southern California, 1993

MSAOM, South Baylo University, 1996

Accreditation

University Accreditation

Southern California University of Health Sciences

Southern California University of Health Sciences is accredited by the Accrediting Commission for Senior Colleges and Universities of the Western Association of Schools and Colleges (WASC), 985 Atlantic Avenue, Suite 100, Alameda, California 94501, Telephone: (510) 748-9001, a regional accrediting agency recognized by the U. S. Department of Education. The California Legislature has exempted WASC-accredited schools from regulation by the Bureau of Private Postsecondary Education under California Education Code, section 94739(b)(7)(B). The Institution is listed in the Higher Education Directory. No other institution with chiropractic or acupuncture and oriental medicine programs are WASC accredited.

Programmatic Accreditation

Doctor of Chiropractic Program

The Doctor of Chiropractic degree program of Los Angeles College of Chiropractic at Southern California University of Health Sciences is accredited by the Council on Chiropractic Education (CCE), 8049 N. 85th Way, Scottsdale, AZ 85258-4321. Telephone: (480) 443-8877. Inquiries or complaints regarding SCU's compliance with the Doctor of Chiropractic Program Standards should be forwarded to the CCE. The DC program is also approved by the California Board of Chiropractic Examiners.

LACC's Doctor of Chiropractic degree program has been accredited by the CCE continuously since 1971.

Master of Acupuncture and Oriental Medicine Program

The Master of Acupuncture and Oriental Medicine (MAOM) degree program at the College of Eastern Medicine is approved by the California State Acupuncture Board. The program of the College of Eastern Medicine at Southern California University of Health Sciences is accredited under Master's Degree standards, by the Accreditation Commission for Acupuncture and Oriental Medicine (ACAOM), the recognized accrediting agency for programs preparing acupuncture and Oriental medicine practitioners. ACAOM is located at 8941 Aztec Drive, Eden Prairie, Minnesota 55347; phone 952/212-2434; fax 952/657-7068.

Doctor of Acupuncture and Chinese Medicine Program

The Doctor of Acupuncture and Chinese Medicine (DACM) program at the College of Eastern Medicine is accredited by the Western Association of Schools and Colleges (WASC). SCU's First Professional Doctorate (DACM) program is eligible for ACAOM accreditation and SCU has submitted a substantive change request seeking ACAOM approval, and will pursue candidacy, and accreditation for the program. However, SCU can provide no assurance that candidacy or accreditation will be granted by ACAOM.

The Southern California University of Health Sciences, Doctor of Acupuncture and Chinese Medicine is not accredited or pre-accredited (candidacy) by the Accreditation Commission for Acupuncture and Oriental Medicine (ACAOM). At the present time, graduates of this program are not considered to have

graduated from an ACAOM accredited or candidate program and may not rely on ACAOM accreditation or candidacy for professional licensure or other purposes.

SCU Curricula and Course Listings

The SCU Curricula

Several advantages set apart the university, with its Los Angeles College of Chiropractic, the College of Science and Integrative Health, and the College of Eastern Medicine, from other alternative and integrative healthcare institutions. Separately, some of these advantages may be duplicated at other facilities, yet in the aggregate, SCU offers students the finest in integrative healthcare education (Please see the Academic Programs section for additional information).

The curricula for our first professional degree programs focus on student learning outcomes designed to develop competent, caring, and successful integrative healthcare practitioners. Titled “the Flex Curriculum”, and first implemented in the Fall 2010 trimester after several years of curricular design, the Flex Curricula allow for a more efficient path for those students taking both the Chiropractic and Acupuncture programs at the same time. In addition, the idea of “Selectives” was introduced. These are courses that start in the second year of a student’s education, providing an opportunity for students to select either individual courses or tracks of courses in areas of interest such as nutrition, sports medicine, diagnostic imaging women’s health, etc.

Another quality of the Flex Curriculum is the flexibility of more than one cohort - for the DC and DACM programs, there are options of completing in either 10 or 12 terms. In the first three terms, all students take the same classes. At the end of the term three, students can make a choice whether or not they would like to continue in the ten-term or the twelve-term program. Some students choose the latter because they would like to proceed at a little slower pace. This allows flexibility to address other responsibilities. Other students may be asked to do the t12 term track if they are having challenges academically. The University may decide that this would be the best way for them to complete the curriculum.

This innovative and acclaimed approach to education is both student and patient-centered. It provides patient care experiences for students at the beginning of their education and throughout their studies by increasing lab time and other hands-on experiences while reducing passive lecture hours.

Our first professional degree curricula are based on a set of Program learning outcomes (PLO) that relate to our University Learning Outcomes (ULOs) and competencies that practitioners should possess to effectively manage patients. All of these skills and competencies can be tied to specific courses. (Please see the Academic Programs section for additional information.)

Curricula That Meet Integrative Healthcare Licensure Requirements

SCU prepares its students at Los Angeles College of Chiropractic and the College of Eastern Medicine to meet the professional educational requirements for licensure. A graduate of SCU is eligible to sit for licensure examinations, provided the graduate has met all other mandated requirements of said jurisdiction (Please see General Requirements for Licensure in the General Information section of this catalog).

Bachelor's Degree in Biological Sciences Program, Description and Course Listings

Description

SCU's Bachelor's Degree in Biological Sciences is an undergraduate bachelors completion program within the sciences (B.S. Biological Sciences with a concentration in Integrative Health).

The program's objective includes training and preparing undergraduate students with the competencies, care, skills and professionalism needed to transition to and be successful within their chosen health science field. This program has been developed to accommodate working adults with a delivery format that will enable students to complete their academic program in a supportive, professionally rich, student-focused atmosphere. Students are required to complete elective/appropriate course work within Ayurveda, Acupuncture and Oriental Medicine, Chiropractic, Public Health and Related. Additionally, students will be required to select a research or field practicum placement within one of these fields, and finally complete a thesis project focused on some research or clinical aspect of integrative health.

The program is designed to satisfy general expectations for an undergraduate degree (124 semester units) with entry expectations that would include up to 56 transferable credits.

Program Highlights

- Will satisfy general expectations for an undergraduate degree
- 2 year/6 trimester program
- Weekend classes
- Low student to faculty ratio
- Scholarships available
- Financial aid is available for all those who qualify
- Graduates from this program may be eligible to apply for professional and health related employment

Class Schedule

Trimester I		
Course #	Course Title	Units
BIO310	Biology I	4
BIO315	Biology II	4
BIO320	Anatomy and Physiology I	4
Total		12

Trimester II		
Course #	Course Title	Units
BIO320	Anatomy and Physiology II	4
BIO330	Microbiology	4

PHYS310	Physics I	4
Total		12

Trimester III		
Course #	Course Title	Units
PHYS315	Physics II	4
CHEM310	General Chemistry I	4
CHEM315	General Chemistry II	4
Total		12

Trimester IV		
Course #	Course Title	Units
CHEM410	Organic Chemistry I	4
CHEM415	Organic Chemistry II	4
BIO420	Biochemistry	4
Total		12

Trimester V		
Course #	Course Title	Units
IH450	Integrative Health	4
BIO430	Human Genetics	4
BIO440	Biological Psychology	4
Total		12

Trimester VI		
Course #	Course Title	Units
IH460	Integrative Health Elective	4
BIO470	Integrative Health Field Practicum	4
BIO480	Integrative Health Capstone/Thesis	4
Total		12

Course Descriptions

Course Code: BIO310

Course Title: Biology I (4 units)

This course is a comprehensive examination of the human organism. It begins with a survey of the principles and structures characteristic of all living things. The remainder of the biology course focuses on molecular biology, biochemistry, cell biology, histology, and genetics. *In addition to coursework, exams and quizzes, students will research, prepare and write an APA style term paper on some aspect of biological science or chemistry in relation to: acupuncture and oriental medicine, chiropractic, Ayurveda medicine, homeopathy, naturopathy or related; with special considerations on factors associated with etiology, diagnosis and treatment (Student Portfolio Project 2).

Course Code: BIO315

Course Title: Biology II (4 units)

Prerequisite: Biology 1 or equivalent.

Biology 2 course continues with a comprehensive examination of the human organism. It focuses on histology, anatomy, and physiology of the major organ systems found in the human body. Nutrition and evolution are also discussed. Students gain an understanding of the structure and function of the human body on a variety of complex levels.

Course Code: CHEM410

Course Title: General Chemistry I (4 units)

Within this course, students become conversant with the scientific vernacular, chemical symbols and notation. Students will manipulate mathematical equations in order to appreciate the quantitative nature of atomic interactions. States of matter will be categorized. The Periodic Table of the Elements will be studied to illustrate chemical periodicity and bonding. The gas laws will be introduced in order to understand statistical handling of large populations of atoms and molecules. The laws of thermodynamics will be introduced, including the concepts of enthalpy and entropy. Students will research, prepare and write an APA style term paper on some aspect of biological science or chemistry Student Portfolio Project 3).

Course Code: CHEM415

Course Title: General Chemistry II (4 units)

Prerequisite: General Chemistry 1 or equivalent.

The General Chemistry 2 course further develops the concepts of chemical bonding in order to appreciate the size, shape, polarity and macroscopic behavior of molecules. The processes of oxidation-reduction will be explained, particularly as they apply to biological systems. Solution chemistry will be introduced, stressing the concepts of equilibriums and colligative properties. Acid/base chemistry, including titrimetry, buffers, and pH will be studied. Nuclear chemistry in the evolution of matter will be considered. Organic chemistry will be introduced as a corollary to concepts presented in the college chemistry course.

Course Code: PHYS310

Course Title: Physics I (4 units)

This non-calculus, algebra/trigonometry based college physics course will include the following topics: Motion in one and two dimensions, velocity, acceleration, forces and Newton's Laws of motion, linear and angular momentum, circular motion, center of mass, torque, mechanics of rigid bodies, work, kinetic energy, and potential energy, Newton's Law of gravitation, Kepler's Laws, and simple harmonic motion. Problem solving skills will be strongly emphasized.

Course Code: PHYS315

Course Title: Physics II (4 units)

Prerequisite: Physics 1 or equivalent.

This course will review and include the following topics: Sound, wave interference, geometrical optics, heat, temperature, gas laws, thermodynamics, electricity, magnetism, relativity, quantum mechanics, and

nuclear physics. A non-calculus approach will be used with only as much algebra and trigonometry as is required to give a precise treatment of physical problems. Problem solving will be emphasized.

Course Code: CHEM410

Course Title: Organic Chemistry I (4 units)

Prerequisites General Chemistry I and II or equivalents.

The course will begin with a review of some of the major concepts in inorganic chemistry. The chemistry of carbon compounds will be distinguished from inorganic chemistry. The various classes of aliphatic and aromatic compounds will be examined. The diversity of functional groups will be explored with regard to reactivity and mechanism. Nucleophilic and electrophilic reaction mechanisms will be stressed. Stereochemistry will be explored. Concepts of hydrophobicity and hydrophilicity will be examined in relation to extraction, phase partitioning, absorption and chromatography. Biochemical and physiological analogies will be reviewed.

Course Code: CHEM415

Course Title: Organic Chemistry II (4 units)

Prerequisite Organic Chemistry I or equivalent.

This course further elaborates functional groups with emphasis on alcohols, phenols, ethers, aldehydes, ketones, amides, esters, amines, and carboxylic acids once the nature and reactivity of these functional groups is understood, important biological examples will be stressed and elaborated. Biochemistry, particularly the properties and metabolism of biological macromolecules such as nucleic acids, lipids, and proteins will be introduced.

Course Code: BIO320

Course Title: Anatomy and Physiology I (4 units)

This course will provide a solid overview of the structure and function of the human body and mechanisms for maintaining homeostasis. Topics include the study of cells, tissues, and the integumentary, skeletal, muscular and nervous systems. Emphasis is placed on the integration of systems as they relate to normal health. Laboratory exercises provide first-hand experience with the structures and processes discussed in lecture.

Course Code: BIO320

Course Title: Anatomy and Physiology II (4 units)

Prerequisite Anatomy and Physiology I or equivalent.

This course will focus on the structure and function of the human body and mechanisms for maintaining homeostasis. Topics include the study of blood, cardiovascular system including lymphatic system, immune system, respiratory system, digestive system, urinary system and male and female reproductive systems. Emphasis is placed on the integration of systems as they relate to normal health. Laboratory exercises provide first-hand experience with the structure and processes discussed in lecture.

Course Code: BIO420

Course Title: Biochemistry (4 units)

Prerequisite: General Chemistry 1 or equivalent, Organic Chemistry 1 or equivalent.

Biochemistry examines the structure and function of the following biological macromolecules in the context of cellular integrity, dynamics and metabolism: carbohydrates, lipids, proteins and nucleic acids. The weekend biochemistry topics include enzymology, bioenergetics, catabolism, anabolism, regulation of gene expression, biotechnology, and hormone regulation of mammalian metabolism and the pre-biotic evolution of life on earth. This course is designed to enhance, deepen, and further integrate knowledge of the subject by developing different problem-solving skills and conceptual organization.

Course Code: BIO330

Course Title: Microbiology (4 units)

The course is designed to convey general concepts, methods, and applications of microbiology for health sciences. The role of microorganisms in the environment and in human disease is discussed. Topics include: immunology, bacteriology, virology, and mycology; the morphology, biochemistry, and physiology of microorganisms including bacteria, viruses, and fungi; the diseases caused by these microorganisms and their treatments. Laboratory portion of the course provides first hand experiences that inform, illustrate, expand, and reinforce major concepts discussed in lecture. Course

Code: BIO430

Course Title: Human Genetics (4 units)

This course will address the human nature of genetics, genetic development and health and wellness areas related to how genes interplay within the human organism. Historical concepts in research and genetic developments will be explored. Additionally, concepts related to ethics and genetics, research and application will be explored. Students will learn how genes influence physical traits, physiological considerations, and issues related to health, wellness and related applications.

Course Code: BIO440

Course Title: Biological Psychology (4 units)

This course will focus on the central nervous system and how it applies to abnormal behavior. The structure and function of the brain as it relates to thoughts, action, and behavior patterns will be explored. Topics include psychosocial diseases, learning, memory, language, sleep cycles, human sexuality, and addiction. Students will recognize the way biology, anatomy, and physiological factors of the human nervous system apply to psychological problems.

Course Code: IH450

Course Title: Integrative Health: Alternative Medicine and Complimentary Care (4 units)

This course is designed as a cornerstone course. The course will provide a survey of alternative medicine approaches and complimentary care areas. Coursework will include history of alternative medicine and complimentary care. These will include Acupuncture and Oriental Medicine, Chiropractic, Massage Therapy, Midwifery, Ayurveda Medicine, Homeopathy, and Naturopathic Medicine. *In addition to coursework, exams, quizzes and readings, students will research, prepare and write an APA style term

paper on the history, current state of and future direction associated with integrative medicine, integrative health care and inter-professional practice (Student Portfolio Project 4).

Course Code: IH460

Course Title: Integrative Health Elective (4 units)

Prerequisite Integrative Health and approval of instructor.

This elective will be chosen from a menu of courses offered through: Chiropractic, Acupuncture and Oriental Medicine, Ayurveda Certificate Program and/or Massage Therapy Certificate Program. Courses may include those relevant to integrative health, public health, and courses that introduce topics of integrative health and inter-professional practice.

Course Code: BIO470

Course Title: Integrative Health Field Practicum (4 units)

This course will include a placement within a field practicum. The field practicum must be approved and consist of a non-profit organization that provides integrative health or alternative or complimentary medicine. The student will volunteer and provide weekly status reports and gain knowledge and experience first-hand as they provide services for a community agency. Students will connect this experience to their capstone project/thesis. *In addition to coursework, exams, quizzes and readings, students will research, prepare and write an APA style term paper on their field practicum experience as it relates to biological research, integrative medicine, integrative health care and/or interprofessional practice. Additionally, field practicum evaluations will be included within the students portfolio file (Student Portfolio Project 5).

Course Code: BIO480

Course Title: Integrative Health Capstone/Thesis (4 units)

The student will prepare a review of the literature on a topic related to integrative health, inter-professional care, alternative, complimentary medicine or related. The thesis will explore advances, challenges and opportunities and highlight new directions and novel approaches to training, education, etiological considerations, diagnosis and relevant treatment options. This capstone project will be guided by a faculty member and prepared in ways that could be presented at regional or national conferences and as warranted prepared for publication (Student Portfolio Project 6).

Doctor of Chiropractic Program, Description, and Course Listings

Description

The Doctor of Chiropractic Program resides within the Los Angeles College of Chiropractic (LACC). It is a First Professional Degree that emphasizes interprofessional education where students of Chiropractic learn side by side with students of Oriental Medicine (OM). The program is fully integrative, combining alternative medicine concepts with Western medicine diagnostic techniques.

One of LACC goals is to provide hands on experience as early in the curriculum as possible. This includes adjusting and examination skills. In addition, early observation in the clinic and field doctor's offices are a hallmark of our curriculum.

Starting the fourth term and continuing until graduation students are offered wide variety of Selectives. These are elective courses that allow you to pick and choose a specialty track as you go through your education. These may include but are not limited to sports medicine, nutrition, diagnosis, functional medicine and research and business skills.

Clinical Internship

The LACC clinical internship begins in sixth term with an "Introduction to Clinic" course where students are exposed to some of the basic operational aspects of clinic such as our electronic health records system and quality assurance standards. In seventh term students enroll in "Student Clinic" where they begin their patient care experience.

After completing "Student Clinic," interns begin a year-long internship program which consists of a wide variety of clinical experiences. The interns are assigned a base clinician who serves as their primary mentor for their internship experience. The interns spend time in their base clinics along with satellite and private practice rotations.

Our base clinics include the SCU Health Center, Cal State Northridge, Cal State LA, Mount Sac, and Cal State Fullerton. Satellite rotations, which are staffed by the University clinical faculty, consist of clinics where the interns learn to treat underserved and diverse patient populations. There are over 10 different satellite rotations for the interns to participate in to gain diverse patient experiences. In addition, interns participate in the public health fairs and sports rotations with the University sports medicine residents.

One of the highlights of the clinical experience is the Community Based Internship (CBI) program. These clinical rotations are where the intern spends time with practicing field doctors who have been credentialed by the University. These experiences allow the intern to incorporate into private practice the knowledge and skills they have learned throughout the program.

Meta-Competencies

The Doctor of Chiropractic Program is required to demonstrate that students have achieved the CCE mandated meta-competencies and their required components and outcomes. A graduate of LACC is competent in the areas of:

1. Assessment and Diagnosis
2. Management Plan
3. Health Promotion And Disease Prevention
4. Communication And Record Keeping
5. Professional Ethics And Jurisprudence
6. Information And Technology Literacy
7. Intellectual And Professional Development

Course List

Suggested DC 10 Trimester Schedule of Classes as of Fall 2014*

Trimester I					
Course #	Course Title	Lecture	Laboratory	Hours	Units
CBS016	History of Healthcare	15	0	15	1
CBS017	Medical Terminology	15	0	15	1
CBS018	Introduction to Ethics & Professional Behavior	15	0	15	1
GA012	General Anatomy I	45	30	75	4
GH012	Human Histology	30	0	30	2
SP0101	Spinal Anatomy	30	30	60	3
SB0101	Spinal Biomechanics	15	0	15	1
CP0103	CP I	15	60	75	3
CT0101	Chiropractic Theories	30	0	30	2
Total					18

Trimester II					
Course #	Course Title	Lecture	Laboratory	Hours	Units
CBS020	History Taking	30	0	30	2
CRE021	Research Methods	30	0	30	2
GA022	General Anatomy II	45	30	75	4
AE0201	Anatomy of the Extremities	30	60	90	4
EB0201	Biomechanics of the Extremities	15	0	15	1
PH021	Cell Physiology	15	0	15	1
BN023	Human Biochemistry	45	30	75	4
CP0204	CP II	15	60	75	3
Total					21

Trimester III					
Course #	Course Title	Lecture	Laboratory	Hours	Units
CPM0302	General & NMS Pathology	45	0	45	3
XR0305	X-Ray Physics	30	0	30	2
DX0310	IPES	30	60	90	4
PH032	Physiology - GI, GU & Endocrine	45	0	45	3
PH030	Physiology - Circulatory & Respiratory	30	30	60	3
NS032	Neuroscience	45	30	75	4
CP0307	CP III	15	60	75	3
	Chiropractic Skills Development Lab I	0	1	15	0.5
Total					22.5

Trimester IV					
Course #	Course Title	Lecture	Laboratory	Hours	Units
CPM0408	Public Health I	15	0	15	1
CPM0406	Systemic Pathology	60	0	60	4
DX047	CONA I	30	30	60	3
PM046	Microbio & Immunology	60	30	90	5
XR0401	NRA	30	30	60	3
BN045	Biochemical Nutrition	45	0	45	3
	ICE I	0	0	0	0
CP0408	CP IV	15	60	75	3
	Chiropractic Skills Development Lab II	0	1	15	0.5
	Selectives			60	4
Total					26.5

Trimester V					
Course #	Course Title	Lecture	Laboratory	Hours	Units
DX057	CONA II	30	30	60	3
XR0508	Image Interpretation I	30	30	60	3
BN050	Clinical Nutrition	60	0	60	4
CP0510	CP V	15	60	75	3
CL0523	Clinical Reasoning I	0	30	30	1
CP0515	Specialized Chiropractic Procedures	30	15	45	2.5
CN050	Clinical Neurology	30	0	30	2
	NBCE I (FA start cohorts)	0	0	0	0
	Chiropractic Skills Development Lab III	0	1	15	0.5
	Selectives			60	4
Total					23

Trimester VI					
Course #	Course Title	Lecture	Laboratory	Hours	Units
CPN0601	Pharmacology/Toxicology	30	0	30	2
CDX0601	Clinical Lab Diagnosis	30	0	30	2
DX0603	DDX I (NMS Systems)	60	0	60	4
XR0620	Image Interpretation II	60	30	90	5
PP0610	Scientific Basis of Chiro	45	0	45	3
CL0610	Clinical Reasoning II	0	30	30	1
	ICE II	0	0	0	0
	NBCE I (SP start cohorts)	0	0	0	0
CP0601	CP VI	0	60	60	2
CP0611	PT I	30	30	60	3
CL0605	Intro to Clinic	0	15	15	0.5
	Selectives			60	4
XR0711	Rad Positioning	15	0	15	1
Total					28.5

Trimester VII					
Course #	Course Title	Lecture	Laboratory	Hours	Units
CDX0707	Emergency Procedures	15	30	45	2
CPM0704	Public Health II	30	0	30	2
DX0708	Differential Diagnosis II (Internal)	60	0	60	4
ID0716	DC Student Clinic	0	90	90	3
	ICE III	0	0	0	0
CL0703	Clinical Reasoning III	0	30	30	1
CP0716	CP VII	0	60	60	2
CP0707	PT II	30	30	60	3
PP0701	PM I	15	0	15	1
	Jurisprudence	15	0	15	1
	Selectives			60	4
DX0801	Intro to Special Populations	60	0	60	4
Total					27

Trimester VIII					
Course #	Course Title	Lecture	Laboratory	Hours	Units
DX0807	Clinical Psychology	15	0	15	1
CL0816	8th Term 10TDC Clinic	0	360	360	12
CL0504	Clinical Reasoning IV	15	0	15	1
PP0801	PM II	30	0	30	2
CL0817	PM III	15	0	15	1
	NBCE II, III, PT (FA cohorts)	0	0	0	0
	Selectives			15	1

Total	18
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Trimester IX					
Course #	Course Title	Lecture	Laboratory	Hours	Units
	ICE IV (all cohorts)	0	0	0	0
CL0905	9th Term 10TDC Clinic	0	360	360	12
	NBCE II, III, PT (SP cohorts)	0	0	0	0
	NBCE IV (SP cohorts)	0	0	0	0
	Selectives			120	8
Total					20

Trimester X					
Course #	Course Title	Lecture	Laboratory	Hours	Units
CL1001	10th Term 10TDC Clinic	0	360	360	12
	NBCE IV (FA cohorts)	0	0	0	
	Selectives			120	8
Total					20

TOTAL	4530	224.5
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COURSE DESCRIPTIONS

BASIC SCIENCE DEPARTMENT

SP0101 Spinal Anatomy

Prerequisites: Admissions to the College(s) Program or equivalent, as determined by the Instructor(s), Department Chair(s) and or Dean(s)

Course Description: This course addresses structure and function and clinical concepts of the human spinal column and pelvis. Emphasis is placed on the interrelationships between Structure and function of the spine and pelvis. Instruction includes lecture, human dissection laboratory, small group discussion sessions and independent working projects. Laboratory activities will include dissection, the study of models and problem-based small group discussions, the study of pre-dissected materials, models and problem-based small group discussions.

GA0102 General Anatomy I

Prerequisites: University admission requirement or equivalent, as determined by the Instructor(s), Department Chair(s) and or Dean(s)

Course Description: This is a course correlating structural, functional, developmental, and clinical aspects of the trunk region of the human body. Surface anatomy, body walls and cavities, thoracic, abdominal, and pelvic organs and perineum are covered in this body region. Methods of learning include lectures, active learning through collaborative activities, and laboratory sessions based on the study of prosected human cadavers, including use of anatomical models and computer-assisted learning software.

GH0102 Human Histology

Prerequisites: admission to the college requirements or equivalent*

*as determined by the instructor(s), Department Chair(s), and/or Dean(s)

Course Description: The course is devoted to the study of the microscopic structure of cells, tissues and organs of various systems of the human body with emphasis on the nervous, muscular and skeletal tissues. Instruction is carried out through lecture presentations and online self-directed laboratory sessions. The course is primarily concerned with the relationship between microscopic structure and function. Clinical applications are also highlighted to demonstrate relevance to future clinical experiences.

BN0203 Human Biochemistry

Prerequisites: Completion of collegiate general and organic chemistry courses or equivalent*

*as determined by the instructor(s), Department Chair(s), and/or Dean(s)

Course Description: This course covers the substances that compose, maintain and nourish living tissues. The chemical structure, property, metabolism, function as well as the practical and clinical aspects of the following groups of biochemical compounds are studied: amino acids, proteins, enzymes, cofactors, carbohydrates, lipids and nucleic acids. The normal and abnormal metabolisms of intermediate compounds are discussed. Pathways of energy utilization are emphasized. Examples of the roles of hormones, enzymes, vitamins, minerals and metabolites in regulating and maintaining the biochemical functions of the body are presented. Instruction includes lectures, clinical-correlation studies, laboratory exercises and homework assignments. Laboratory activities are designed to develop the student's ability to solve problems independently and to apply knowledge clinically. Correlation of biochemistry to the human body structure, normal and abnormal body conditions, nutrition and diagnosis are stressed.

PH0201 Cell Physiology

Prerequisites: admission to the college requirements or equivalent*

*as determined by the instructor(s), Department Chair(s), and/or Dean(s)

Course Description: This lecture course presents fundamental functions of human cells. Topics include cell membranes and organelles, genetics, buffers, membrane transport, electrical potentials, blood coagulation and muscle contraction.

AE0201 Anatomy of Extremities

Prerequisites: admission to the college requirements or equivalent*

*as determined by the instructor(s), Department Chair(s), and/or Dean(s)

Course Description: This course addresses structure, function and clinical concepts of the human appendicular system.

Emphasis is placed on the interrelationships between structure and function of the appendicular system. Course instruction includes lecture, human dissection laboratory, small group discussion sessions and independent working projects. Laboratory activities will include dissection, the study of models and Problem-based small group discussions.

GA0202 General Anatomy II

Prerequisites: admission to the college requirements or equivalent*

**as determined by the instructor(s), Department Chair(s), and/or Dean(s)*

Course Description: This is a course correlating structural, functional, developmental, and clinical aspects of the head and neck of the human body. Surface anatomy and landmarks of the cranium, face and neck, special senses, and cranial meninges and blood supply of the brain are covered. Instruction includes lectures and laboratory sessions. The laboratory sessions emphasize study of pre-dissected human cadavers with small group discussions.

PH0302 Gastrointestinal & Genitourinary Physiology and Endocrinology

Prerequisites: Human Biochemistry, Cell Physiology, General Anatomy I, Human Histology

Course Description: This course is devoted to the study of the endocrine system and the function of the gastrointestinal, urinary and reproductive systems of the human body. The course stresses the relationship between biochemistry, physiology and anatomy of normal cells, tissues and organs within these systems. The roles of the nervous and endocrine systems in the regulation of function of these systems are also included. The bases for clinical tests used to evaluate the function of each system are discussed. Clinical cases may be discussed to introduce the student to abnormalities of each system. Course instruction includes lectures and small-group discussions.

NS0302 Neuroscience

Prerequisites: Human Biochemistry, Cell Physiology, Human Histology, General Anatomy II or equivalent*

**as determined by the instructor(s), Department Chair(s), and/or Dean(s)*

Course Description: This course is devoted to the study of the human nervous system. The course stresses the relationship between biochemistry, physiology and anatomy of normal nerve and muscle cells. Normal structure and function of the central nervous system relating to sensation and motor activity are emphasized. The bases for clinical tests used to evaluate the nervous system are discussed. Clinical cases will be discussed to introduce the student to nerve and muscle abnormalities. Course instruction includes lectures, laboratories, and small group discussion.

CPM0302 General and NMS Pathology

Prerequisites: LACC: General Anatomy I & II, Spinal Anatomy, Anatomy of Extremities, Human Histology and Cell Physiology.

Prerequisites: CEM: Anatomy Physiology I & II

Course Description: The course covers the basic pathology that bridges clinical practice and basic science. It involves the investigation of the underlying causes of disease and the mechanisms of our body reaction. To understand structural and functional changes in cells, tissues, and organs, and to understand the prognosis of disease are goals of this class. This course also introduces the etiopathogenesis and manifestations of common conditions of the neurological and musculoskeletal systems.

PH0310 Circulatory and Respiratory Physiology

Prerequisites: Human Biochemistry, Cell Physiology, General Anatomy I, Human Histology

Course Description: This course is devoted to the study of the function of the cardiac, circulatory and respiratory systems of the human body. The course stresses the relationship between biochemistry,

physiology and anatomy of normal cells, tissues and organs within these systems. The roles of the nervous and endocrine systems in the regulation of function of these systems are also included. The bases for clinical tests used to evaluate the function of each system are discussed. Clinical cases will be discussed to introduce the student to abnormalities of each system. Course instruction includes lectures, laboratories, and small-group discussions.

PM0406 Clinical Microbiology and Immunology

Prerequisites: *General Pathology course or equivalent**

**as determined by the instructor(s), Department Chair(s), and/or Dean(s)*

Course Description: In the course the student will learn about classification and identification characteristics of the different micro-organisms (Bacteria, viruses, fungi and parasites). The antigenicity, pathogenicity, mode of transmission, clinical manifestations and laboratory diagnosis of these micro-organisms will be discussed. Emphasis will be on microbial disease mechanisms and their clinical manifestations. The student will also be able to describe those infectious processes that require emergent care. The functions of the immune system and selected immunological disorders will be discussed. The Lab will reinforce the lecture material by way of clinical case discussion, demonstrations of selected micro-organisms and performance of some commonly utilized office procedures. The lecture and lab will utilize audio-visual presentations.

BN0405 Biochemical Nutrition

Prerequisites: *Completion of collegiate biochemistry course or equivalent**

**as determined by the instructor(s), Department Chair(s), and/or Dean(s)*

Course Description: This basic nutrition course focuses on the following aspects of human nutrients: chemistry, food sources, storage in the body, mobilization, function, daily requirement, interaction, and signs of deficiency or toxicity. Biochemical mechanisms of the action of nutrients are emphasized. Principles of nutrition, dietary reference intakes, various dietary guidelines, and nutrition facts versus fads are studied. Correlation of nutrition with other basic and clinical sciences, and the role of nutrition in clinical practices are mentioned wherever appropriate. Course instruction includes lectures, classroom exercises, homework assignments, a research project, and discussion of practical nutrition topics.

CPM0406 Systemic Pathology

Prerequisites: *General Pathology courses or equivalent**

**as determined by the instructor(s), Department Chair(s), and/or Dean(s)*

Course Description: This course introduces the student to the pathological basis of systemic disease including the cardiovascular, hemopoietic, respiratory, digestive, urinary, reproductive and endocrine systems. It provides an understanding of the etiology, pathogenesis and resulting biological changes that occur in the disease process. This information will provide the rationale for diagnosis, and management. Teaching methods include audio-visual presentations during lecture for relevant macroscopic and microscopic changes occurring in disease as well as clinical case discussions.

CBN0601 Pharmacology/Toxicology

Prerequisites: *General Anatomy I & II, Anatomy of the Extremities, Cardio-Respiratory Physiology, Gastrointestinal & Genito-Urinary-Endocrine Physiology, Neurosciences or equivalent **

**as determined by the instructor(s), Chair(s) and/or Dean(s)*

Course Description: This lecture course covers the various drug modalities and poisonings which Chiropractic Doctors and Acupuncturists are most likely to encounter in their practice. The pharmacodynamics and pharmacokinetic principles of drugs, pollutants and poisons will be discussed. Available resources in relation to poisons and adverse effects of drugs will be introduced. The nature of the hazardous substances in the environment will be explained. Students will also learn the potential effects of drugs and poisons in altering or masking presenting symptoms in the clinical setting.

INTERPROFESSIONAL CLINICAL SCIENCES

CBS0106 History of Healthcare

Prerequisites: admission to the college requirements or equivalent*

**as determined by the instructor(s), Department Chair(s), and/or Dean(s)*

Course Description: This course explores an abbreviated history of acupuncture and oriental medicine, chiropractic, western medicine, Ayurveda, naturopathy and homeopathy. The course also compares and contrasts the core philosophy, and treatment methods adopted by these systems. Further, it provides a timeline of their origin and growth along with the major contributors to these systems.

CBS0108 Intro to Ethics and Professional Behavior

Prerequisites: Admission to either college at SCU

Course Description: This blended distance learning course introduces the student to the fundamental concepts of ethics in a health care education environment. The purpose of the course is to increase the awareness of ethics as a student in a health care profession. It is designed to enable the student professional-in-training to develop a personal baseline for the skills necessary for the successful interpersonal patient/colleague relations. It is also intended to assist the student in resolving ethical dilemmas by applying problem solving techniques. The methods of instruction will include lectures and participation in interactive cases and discussion groups.

CBS0107 Medical Terminology

Prerequisites: admission to the college requirements or equivalent*

**as determined by the instructor(s), Department Chair(s), and/or Dean(s)*

Course Description: This course is a survey course that covers the basic elements of medical terminology. Students will learn the western medical terminology for various systems in the human body, including the musculoskeletal, nervous, respiratory, digestive, cardiovascular, urinary, immune and reproductive systems. It also includes Western medical abbreviations and the formation of singular/plurals forms. Students will be required to do their assignments and take their exams online to successfully complete this course.

CRE0201 Research Methodology

Prerequisites: admission to the college requirements or equivalent*

**as determined by the instructor(s), Department Chair(s), and/or Dean(s)*

Course Description: This course is designed to develop students' practical skills in clinical problem solving by reading and appraising published health sciences literature for its validity (closeness to truth) and usefulness (clinical applicability). At the same time, the course will introduce the student to the application of key basic concepts in clinical epidemiology, clinical study design, and biostatistics. The

goal of this course is to develop part of the essential knowledge, skills, and attitudes necessary to practice evidence-based acupuncture/chiropractic care.

CBS0201 History Taking

Prerequisites: admission to the college requirements or equivalent*

**as determined by the instructor(s), Department Chair(s), and/or Dean(s)*

Course Description: This course introduces the student to the components of the initial patient interview with emphasis on effective verbal and written communication, development of appropriate interpersonal skills and establishing the doctor-patient relationship.

DX0310 Introductory Physical Examination Skills

Prerequisites: General Anatomy I, General Anatomy II, Spinal Anatomy, Anatomy of the Extremities, Neuroscience or Equivalent*

**as determined by the instructor(s), Department Chair(s), and/or Dean(s)*

Co-requisites: Neuroscience, or Equivalent* **as determined by instructor, department chair, and/or dean.*

Course Description: Introductory Physical Examination Skills is a clinical skills course with the main emphasis on examination of the human body. The student will learn to select examination procedures that correlate with the patient's history, perform those procedures, use appropriate physical examination techniques, and integrate the findings with the patient's historical data. Teaching methods include lectures, demonstrations, skills laboratory, and problem based large group discussions that focus on clinical reasoning.

CPM0408 Public Health I

Prerequisites: admission to the college requirements or equivalent*

**as determined by the instructor(s), Department Chair(s), and/or Dean(s)*

Course Description: The students will learn about the history of public health and the fundamentals of epidemiology including definitions, uses, measurements, rates, statistics, and study methods. The students will also learn about health promotion including levels of prevention and current public health issues. The public health agencies and the methods of reporting communicable diseases will be included. Students will be made aware of their obligations to help in the resolution of community health problems

DX0613 Differential Diagnosis I

Prerequisites: General Pathology, Systemic Pathology, Clinical Orthopedic & Neurological Assessment I, Clinical Orthopedic & Neurological Assessment II, Normal Radiographic Anatomy, Clinical Neurology(or equivalent*)

**as determined by the instructor(s), Department Chair(s), and/or Dean(s)*

Course Description: This course is designed to develop the reasoning (problem solving) skills of students as it relates to the diagnosis of neuromusculoskeletal (NMS) clinical problems encountered in the practice of chiropractic. Emphasis is placed on the proper use of diagnostic procedures (protocols) in the collection and interpretation of clinical data and in the testing of diagnostic hypotheses. This is a critical course in the transition from the basic sciences to internship.

CDX0601 Clinical Laboratory Diagnosis

Prerequisites- Anatomy and Physiology I, II, III OR General Anatomy I and II, Cell Physiology, GI, GU and Endocrine Physiology, Circulatory and Respiratory Physiology AND Systemic Pathology or equivalent*

**as determined by the instructor(s), Department Chair(s), and/or Dean(s)*

Course Description: This course is designed to develop a basic understanding of clinical laboratory procedures and normal and abnormal values.

DX0708 Differential Diagnosis II

Prerequisites: *Differential Diagnosis I, Clinical Laboratory Diagnosis or Equivalent**

**as determined by the instructor(s), Department Chair(s), and/or Dean(s)*

Course Description: This course is designed to develop the clinical reasoning and problem-solving skills of the participants as it relates to the diagnosis of clinical problems. Emphasis is placed upon the diagnosis of internal/visceral disorders that may mimic, accompany, or influence neuromuscular problems. The course strategy is to teach participants to solve clinical problems using various diagnostic methods necessary to test diagnostic hypotheses. Methods may include radiological, laboratory and other specialized procedures. Course topics will be addressed through lecture presentations, group discussions and self-directed learning

CDX0707 Emergency Procedures

Prerequisites: *General Anatomy I, General Anatomy II, Introductory Physical Examination Skills, General and NMS Pathology, Systemic Pathology, Differential Diagnosis I (or equivalent*)*

**as determined by the instructor(s), Department Chair(s), and/or Dean(s)*

Course Description: This course prepares the student for common medical emergencies that may be encountered in the pre-hospital setting. It includes practical skills and training in the care and recognition of cardiac, respiratory, and other medical emergencies and trauma. It requires competence in basic life support, bandaging, splinting, and other emergency techniques.

PP0701 Practice Management I

Prerequisites:

None

Course Description: This course is designed to introduce the student to the knowledge and skills required to manage risk in a healthcare practice. The focus of this course is on medical-legal issues including, but not limited to: patient documentation, practitioner liability, practitioner responsibilities and malpractice. Strategies for sending and receiving inter- and intra-professional collaborative care and referrals are also presented.

PP0712 Ethics in CAM

Prerequisites: *Introduction to Ethics - or equivalent**

**as determined by the instructor(s), Department Chair(s), and/or Dean(s)*

Course Description: This course is designed to increase the student's awareness of the common ethical issues faced in Complementary and Alternative Medicine (CAM). It focuses on the responsibilities of CAM providers and covers various problem solving techniques that may be useful in resolving the variety

ethical dilemmas faced by today's health care practitioners. The course is delivered using a lecture and/or distance-learning format.

CPM0704 Public Health I

Prerequisites: admission to the college requirements or equivalent*

*as determined by the instructor(s), Department Chair(s), and/or Dean(s)

Co-requisites: NONE

Course Description: The course is designed to promote the acquisition of knowledge & attitudes appropriate to the field of Public & Community Health. Students will learn about the methods used to determine the health care needs of a community and how these can be addressed by the combined effort of various health care workers and public and private entities. The importance of incorporating health promotion and wellness into patient management will be emphasized.

PP0801 Practice Management II

Prerequisites: Practice Management I, Ethics, and Clinical Chiropractic Applications

Course Description: This course is designed to teach the office management skills required by the graduating Doctor of Chiropractic in preparing to open a practice. These learned skills are to include analyzing locations and area demographics, creating a practice plan, developing various financial accounting systems, networking with other health care providers, and communicating with the patient to assure treatment compliance and continuity of care. The course is to include lecture presentations, class discussion, overhead projection/slide presentation/video presentations.

ASSOCIATED CLINICAL SCIENCES

XR0305 X- Ray Physics & Protection

Course Description: This intermediate level course focuses on the physical science basis for the production of plain film and digital radiographs and provides assessment measures used to critique radiographic quality. Topics will include the generation of x-rays, the interactions of x-rays with matter, the formation and enhancement of the radiographic image, and the biological effects of ionizing radiation including dosing levels to occupational workers and the general public. Methods of instruction include lecture and online assignments.

DX0407 Clinical Orthopedics and Neurological Assessment I

Prerequisites: IPES and General Pathology, or equivalent*

Course Description: This course introduces the student to the etiology, pathogenesis, and morphological changes of diseases of the neuromusculoskeletal system. It is designed to enable the student to develop knowledge and skills necessary for the diagnosis of significant conditions seen in typical chiropractic practice. These include disorders affecting the neuromusculoskeletal components of the lumbar spine, pelvis, and lower extremities. The methods of instruction will include lectures, clinical skills laboratories and participation in clinical cases.

XR0401 Normal Radiographic Anatomy

Prerequisites: *General Anatomy I and II, Spinal Anatomy and Extremity Anatomy (or equivalent*)*

Course Description: This is an introductory level course pertaining to the appearance of both osseous and soft tissue anatomy as visualized on plain film radiographs and to a lesser extent advanced imaging. Anatomic areas covered include the spine, extremities, chest and abdomen. Emphasis will be placed on the categories of anatomy identification, lines of mensuration, normal/congenital variants and developing a search pattern approach to radiographic image interpretation. Teaching methods include lectures, skills laboratory, and problem based large group discussions that focus clinical reasoning.

DX0507 Clinical Orthopedic and Neurological Assessment II

Prerequisites: *Introductory Physical Examination Skills, Clinical Orthopedic and Neurological Assessment I, or equivalent**

**as determined by the instructor(s), Department Chair(s), and/or Dean(s)*

Course Description: This course is designed to enable the student to develop behaviors, knowledge and skills necessary for the diagnosis and management of selected significant neuromusculoskeletal conditions affecting the head, neck, thorax and upper extremities. Additionally, the psychosocial aspects of patient care will be considered. Method of instruction will include lectures, clinical skills laboratories, and active participation in small group sessions.

XR0508 Image Interpretation 1

Prerequisites: *Normal Radiographic Anatomy, or equivalent**

**as determined by the instructor(s), Department Chair(s), and/or Dean(s)*

Course Description: This is an advanced level course that is focused on developing search pattern and radiographic identification/interpretive skills. The course will cover the roentgen signs of bone/joint disease, general concepts of bone tumors/musculoskeletal trauma and review the common radiographic appearances of pathologies affecting the upper extremity. Practical application of advanced imaging modalities in the assessment of pathology will be presented when appropriate. Teaching methods include lectures, skills laboratory, radiology report writing exercises and problem based group discussions that focus on clinical reasoning.

CN0500 Clinical Neurology

Prerequisites: *Introductory Physical Examination Skills, General Anatomy I, General Anatomy II, Neuroscience and Spinal Anatomy, or equivalent**

**as determined by the instructor(s), Department Chair(s), and/or Dean(s)*

Course Description: This course presents the common manifestations of neurological diseases and their differential diagnoses. Emphasis is given to those conditions commonly encountered in the practice of chiropractic and includes disorders of the central and peripheral nervous systems and the musculoskeletal disorders that effect nervous system function.

BNO510 Clinical Nutrition

Prerequisites: *Biochemical Nutrition or equivalent**

**as determined by the instructor(s), Department Chair(s), and/or Dean(s)*

Course Description: This course is devoted to the diagnosis of nutrition related illnesses and the integration of nutritional protocols in the treatment of clinical conditions. Students learn to use nutritional assessment in clinical practice. Emphasis is placed on the specific conditions most frequently encountered by the Healthcare Practitioner. Prevention and dietary management for care will be discussed. Course instruction includes lectures, guest presentations, case presentations and discussion, as well as independent and team based learning exercises.

XR0620 Image Interpretation II

Prerequisites: *Image Interpretation, or equivalent**

**as determined by the instructor(s), Department Chair(s), and/or Dean(s)*

Course Description: This is an advanced level course that is focused on developing search pattern and radiographic identification/interpretive skills. The course will cover the common radiographic appearances of pathologies affecting the pelvis, lower extremity and spine. Basic concepts of plain film interpretation for the chest, abdomen and head will be addressed. Practical application of advanced imaging modalities in the assessment of pathology will be presented when appropriate. Teaching methods include lectures, skills laboratory, radiology report writing exercises and problem based group discussions that focus on clinical reasoning.

CP0611 Physiological Therapeutics I

Prerequisites: *Systemic NMS Pathology, Neuromusculoskeletal Diagnosis I & II, and Chiropractic Procedures IV*

Course Description: The primary objective of the course is the treatment of body dysfunctions utilizing various forms of mechanical, thermal, light, acoustic, electromagnetic and electrical energies that are commonly use in the practice of Chiropractic. A secondary objective of the course is to introduce the basic principles of active care. This lecture and laboratory course is designed to develop rational treatment strategies, establish an effective treatment plan, and to safely and effectively apply selected treatment modalities for a variety of conditions.

XR0711 Radiographic Positioning & Technology

Prerequisites: *X-ray physics (or equivalent*) Normal Radiographic Anatomy, or equivalent**

**as determined by the instructor(s), Department Chair(s), and/or Dean(s)*

Course Description: This intermediate level course focuses on the skills and knowledge necessary to produce optimum quality radiographs in the clinical setting. Various aspects of patient positioning, factor calculation and film development are presented throughout this course. Methods of instruction primarily involve laboratory demonstrations and hands on instructor guided laboratory exercises.

CP0707 Physiological Therapeutics II

Prerequisites: *Physiological Therapeutics I*

Course Description: The objective of this course is to enable the student to utilize patient history, diagnostic assessments, and functional assessments to develop, progress, or modify appropriate

treatment plans that include both active and passive care elements. The student will also be taught to properly communicate their findings and treatment strategies to patients and other healthcare professionals. Emphasis will be placed upon functional assessments and active care procedures that can be utilized in a variety of environments. This course is also intended to reinforce the student's ability to perform diagnostic assessments and utilize manual therapies using a variety of active learning methodologies, including case-based scenarios.

CP0716 Chiropractic Procedures VII: Advanced Therapeutic Procedures and Review

Prerequisites: CP1, CP II (, CP III), CP IV, CP V and CP VI) or equivalent*

**as determined by the instructor(s), Department Chair(s), and/or Dean(s)*

Course Description: This laboratory course is designed to introduce the students to a number of assessments and treatment variations meant to compliment the procedures taught in the Chiropractic Procedures I through VI courses. Alternatives to the core procedures will be offered and mechanically assisted adjusting will be introduced. The course also reviews the soft tissue and adjusting procedures previously taught and allows laboratory time for the further development of the student's assessment and adjusting skills.

DX0801 Introduction to Special Populations

PREREQUISITES: *Differential Diagnosis II, Imaging Interpretation II, Clinical Reasoning II, Clinical Reasoning III, or equivalent**

**as determined by the instructor(s), Department Chair(s), and/or Dean(s)*

Course Description: This course is designed to provide clinical information related to the diagnosis and management of conditions in the fields of Obstetrics, Gynecology, Pediatrics, and Geriatrics (hereby known as "Special Population"). Special emphasis will be placed upon the application of chiropractic care of pregnant women, infants and children, and the aging population. Material will be presented in lecture format, as well as through group discussion, demonstration, and out-of-class assignments.

DX0807 Clinical Psychology

Prerequisites: *Differential Diagnosis II, Clinical Reasoning II, or equivalent**

**as determined by the instructor(s), Department Chair(s), and/or Dean(s)*

Course Description: This course is designed to introduce information related to basic psychological concepts and to familiarize the student with abnormal psychological conditions, which may be encountered in clinical practice. Recognition of disorders and the need for referral/collaborative care will be emphasized.

CL0817 Practice Management III

Prerequisites: *Practice Management I and II, Ethics, and Clinical Chiropractic Applications*

Course Description: This course will assist students to learn the fundamental aspects of insurance, collections, patient management and practice organizational skills required by the graduating Doctor of Chiropractic in preparing for work in a private practice setting. The focus will be on managing insurance, med-legal claims, and business preparation. Active class participation, small group workshops, guest speakers, and an insurance workbook will be utilized.

PRINCIPLES AND PRACTICE DEPARTMENT

SB0101 Spinal Biomechanics

Prerequisites: *Program Admission Requirements or equivalent**

**as determined by the instructor(s), Department Chair(s), and/or Dean(s)*

Course Description: This lecture course is designed to provide the chiropractic student with a basic understanding of biomechanical structure and function as it applies to the axial skeleton. Direct application to chiropractic assessment and therapeutic procedures will be emphasized.

CP0103 Chiropractic Procedures I: Spinal Assessment & Associated Procedures

Prerequisites: *Admission to SCUHS-LACC*

Co-requisites: *Spinal Anatomy, Spinal Biomechanics*

Course Description: This introductory lecture and laboratory course is a hands-on course in chiropractic procedures designed to develop one's skills to touch, feel, identify and assess the bony and soft tissue structures of the axial skeleton. Students will analyze the structural and functional relationships of the musculoskeletal system through static and motion palpation, postural analyses and specified movement pattern and muscle length and strength assessments, focusing on the body's core. Students will decipher indications and contraindications to mobilization procedures and apply specified mobilization procedures focusing on treatment of the spine and ribs. The skills learned in this course are necessary components in the development of chiropractic assessment and adjustive skills.

CT0101 Chiropractic Theories and Principles

Prerequisites: *None*

Course Description: This course is designed to develop an understanding of the various theories and concepts of chiropractic, including its practice and philosophy, and the role of the Doctor of Chiropractic and the chiropractic profession in today's health care setting.

EB0201 Biomechanics of Extremities

Prerequisites: *Spinal Biomechanics*

Course Description: This lecture-based course is designed to provide the student with a basic understanding of biomechanical structure and function as it applies to the appendicular skeleton. Direct application to chiropractic assessment and therapeutic procedures will be emphasized.

CP0204 Chiropractic Procedures II: Extremity Assessment and Associated Procedures

Prerequisites: *CP I*

Course Description: This introductory level lecture and laboratory course is designed to develop one's skills to palpate and assess the bony and soft tissue structures of the upper and lower extremities. Students will analyze the structural relationships between the static and dynamic musculoskeletal system with an emphasis on surface anatomy, joint assessment procedures, mobilization procedures and movement pattern assessments. The skills learned in this course are necessary components in the development of chiropractic assessment and adjusting skills.

CPO307 Chiropractic Procedures III: Soft Tissue and Mobilization

Prerequisites: *CPI and CPII, Ext. of Biomechanics, Spinal Anatomy, Spinal Biomechanics; or Program Admission Requirements or equivalent**

**as determined by the instructor(s), Department Chair(s), and/or Dean(s)*

Course Description: This laboratory and lecture course focuses on soft tissue management procedures which are complementary to the chiropractic adjustment. Some of the therapeutic techniques that are explored include post-isometric relaxation, post-contraction stretch, reciprocal inhibition, transverse cross friction massage, and trigger point-ischemic compression. Specialized mobilization techniques are presented and practiced. Emphasis in lab is placed on skills development and application of treatment procedures. The lecture series focuses on the history and scientific basis for the soft tissue techniques that are taught.

CP0408 Chiropractic Procedures IV: Pelvis and Lumbar Procedures

Prerequisites: *Chiropractic Procedures I. Admissions to the program or equivalent**

**as determined by the instructor(s), Department Chair(s), and/or Dean(s)*

Course Description: This lecture and laboratory course is designed to train the student in the evaluation and treatment of abnormal articular relationships of the pelvis and lumbar spine. Long and short lever diversified techniques are emphasized. Postural and visual analysis, static and motion palpation, functional muscle testing, and applied biomechanics are correlated to provide the student with a comprehensive and integrated approach to low back and pelvis analysis. Side posture, supine, prone and seated techniques are presented. Pelvic blocking and soft tissue procedures are taught as complimentary to adjustive techniques. Clinical application and case management of selected significant conditions affecting the low back are presented.

CP0510 Chiropractic Procedures V: Cervical and Thoracic Procedures

Prerequisites: *CPI, CPII, CPIII, Spinal Anatomy, Spinal Biomechanics, or equivalent**

**as determined by the instructor(s), Department Chair(s), and/or Dean(s)*

Course Description: This laboratory course is a hands-on course in chiropractic procedures. It is designed to develop the necessary skills and attitudes for chiropractic treatment of articular dysfunctions of the cervical spine, thoracic spine and ribs. Diversified (integrative) adjusting techniques are emphasized. Static and dynamic musculoskeletal assessments, applied biomechanics and radiographic impressions are correlated to provide the student with an integral approach to analysis and treatment of a patient.

CPO515 Specialized Chiropractic Procedures

Prerequisites: *Chiropractic Procedures (CP) I, CP II, CP III, CP IV, Spinal Anatomy, Spinal Biomechanics, Extremity Biomechanics, History of Healthcare, Chiropractic Theories and Principles*

**as determined by the instructor(s), Department Chair(s), and/or Dean(s)*

Co-requisites: *CP V*

Course Description: This lecture and laboratory course provides a survey of specialized chiropractic procedures designed to complement the adjustive procedures taught in the core technique curriculum. Critical evaluation of a variety of chiropractic Name Techniques/Technique Systems is emphasized. Presentations are provided by invited guest speakers and include a lecture overview of the techniques plus laboratory demonstrations and/or hands on activities. Techniques are presented based on their

useful clinical application, their compatibility with diversified techniques, and their prevalence in the chiropractic profession.

CP0601 Chiropractic Procedures VI: Extremity Procedures and Review

Prerequisites: *CP IV, CP V*

Course Description: This laboratory course is designed to train the student in the evaluation and treatment of normal and abnormal articular relationships of the extremities. Techniques taught in Chiropractic Procedures I through V are also reviewed. Postural and visual analysis, static and motion palpation, functional muscle testing, and applied biomechanics are correlated to provide the student with a comprehensive and integrated approach to neuromuscular analysis of the extremities and axial skeleton. A variety of diversified chiropractic techniques are presented, as well as clinical application and case management of selected conditions.

PP0610 Scientific Basis of Chiropractic

Prerequisites: *Spinal Anatomy, Spinal Biomechanics, Cell Physiology, Neuroscience, General Anatomy II*

Course Description: This lecture course is designed to develop an understanding of the scientific basis of chiropractic manipulation and mobilization procedures and their clinical effects.

TBD Chiropractic Jurisprudence

Course Description: This course is designed to familiarize the student in the legal obligations associated with licensure as a chiropractor and to develop the practice management skills required to minimize legal liability in practice. Focus is on the laws, rules and regulations associated with the practice of chiropractic.

SELECTIVES DEPARTMENT

Selectives are courses that are part of the Doctor of Chiropractic and Acupuncture and Oriental Medicine curriculum.

Students are allowed to select courses from diverse tracks such as Sports Medicine, Functional Medicine, Technique, Pediatrics and Nutrition. This program gives students the freedom to choose a specialty within their field. Exposure to a variety of specialty courses allows students to decide if they want to follow a certification or Diplomate program after graduation. Students are required to take a total of 495 hours of selective courses, beginning in terms 4 – 10.

CLINICAL INTERNSHIP DEPARTMENT

CL0523 Clinical Reasoning I

Prerequisites: Chiropractic Procedures IV, Clinical Microbiology and Immunology, CONA I, Normal Radiographic Anatomy, Biochemical Nutrition, Introduction to Clinic, Public Health I, Systemic Pathology

Co-requisites: Chiropractic Procedures V, Clinical Nutrition, CONA II, Image Interpretation I

Course Description: This case-based course is designed to help the student integrate pre-clinical basic science concepts into simulated clinical cases. Basic science subject matter including anatomy, physiology, pathology, microbiology, biochemistry, biomechanics, and x-ray physics will be reinforced through stepwise application in simulated clinical situations. The student is expected to apply their

knowledge of these subjects, guiding their clinical judgment in areas of history taking, physical examination, orthopedic and neurologic assessment, and patient management. Classroom instruction includes individual, small-group and large-group activities.

CLO610 Clinical Reasoning II

Prerequisites: *Clinical Reasoning I, Chiropractic Procedures I, Chiropractic Procedures II, Chiropractic Procedures III, Chiropractic Procedures IV, CONA II, History Taking, IPES*

Co-requisites: *Differential Diagnosis I*

Course Description: This course is designed both to teach students how to design an effective treatment plan and to provide students with the essential skills that compose a treatment plan. This course will incorporate the essentials of functional evaluation, soft tissue mobilization, joint mobilization, and chiropractic manipulative techniques as they pertain to the treatment of specific patient diagnosis. Additionally, this course will serve as an introduction to active care and physiotherapy, and will also review case management strategy. This class will be taught in conjunction with Differential Diagnosis I and will reinforce the correct use of history taking, physical examination techniques, and diagnostic reasoning as they relate to reaching a diagnosis and formulating a treatment plan.

CL0605 Introduction to Clinic

Prerequisites: *Clinical Reasoning I, Chiropractic Procedures 1 – 5, Introductory Physical Examination Skills, Clinical Orthopedic and Neurological Assessment II, History Taking.*

Co-requisites: *None*

Course Description: This course is designed to provide the student with the opportunity to observe activities in the University Health Center, in order to become familiar with operational and administrative requirements for Interns. It includes review of examination procedures, case reporting, chart audits, chart organization, and other competencies serving to bridge didactic learning to clinical application. Students will become familiar required clinic forms, receive OSHA and HIPAA training, as well 7th Term Clinic Orientation. Additionally, students will participate in practice development webinars

ID0716 7th Term Internship

Prerequisites: *Completion through all T-6 coursework, ICE I*

Course Description: The seventh term internship provides students the opportunity to integrate knowledge and skills to a patient care setting. This is accomplished through mentorship with licensed Doctors of Chiropractic. Interactions between interns, patients and supervising doctors provide the basis for instruction as well as group discussion, small group projects and individual projects. Through practical application, the student will demonstrate their ability to perform a history, physical examination, and regional examinations. The students arrive at differential diagnostic impressions, formulate and implement a management/treatment plan for patients.

CL0701 Clinical Reasoning III

Prerequisites: *Chiropractic Procedures VI, Differential Diagnosis I, Physiological Therapeutics I, Clinical Lab Diagnosis, Imaging Interpretation II, Introduction to Clinic, Pharmacology/Toxicology, Scientific Basis of Chiropractic*

Course Description: This case-based course is designed to expand on clinical reasoning skills concepts developed during CR I and CR II, through student review and integration of pre-clinical concepts into

simulated clinical cases. CR III will facilitate development of the student's abilities to apply appropriate therapeutic procedures to specific regions of the body. This would include specific adjustments, mobilization, soft tissue work. The student is expected to apply their knowledge of these subjects, guiding their clinical judgment in areas of history taking, physical examination, orthopedic, neurologic assessment, and patient management. Classroom instruction includes lecture, individual, and small-group activities.

CL 0504 Clinical Reasoning IV

Prerequisites: *All courses in terms 1-7*

Course Description: This course is an extension of Chiropractic Internship I and has three components. Component One consists of discussions focused on the management of common conditions of pediatrics, geriatrics and pregnant women and chronic pain and psychosocial disorders. Component Two consists of online materials on the diagnosis of organic conditions that commonly mimic neuromusculoskeletal disorders. Component Three consists of case presentations on the management of clinic patients with complex conditions and comorbidities.

Clinical Internship I (8th term)

Prerequisites: *All courses in terms 1-7, Minimum GPA of 2.0, ICE II*

Description: This course is designed to develop the knowledge, skills and behaviors necessary for chiropractic clinical practice. Student interns will actively participate in patient care while under the supervision of a licensed doctor of chiropractic. Students will also engage in various other educational experiences, including workshops, clinic rounds, guest lectures, standardized patient encounters, clinic promotional activities, satellite rotations, dermatology, laboratory clerkship and Advanced Clinical Topics modules and working in private practices.

Clinical Internship is a sequential, three-part educational program, during which students will meet course objectives as described within the college curriculum.

Clinical Internship II (9th term)

Prerequisites: *Clinical Internship I, Minimum GPA of 2.0, ICE III, PT*

Description: This course is designed to develop the knowledge, skills and behaviors necessary for chiropractic clinical practice. Student interns will actively participate in patient care while under the supervision of a licensed doctor of chiropractic. Students will also engage in various other educational experiences, including workshops, clinic rounds, guest lectures, standardized patient encounters, clinic promotional activities, satellite rotations, dermatology, laboratory clerkship and Advanced Clinical Topics modules and working in private practices.

Chiropractic Internship is a sequential, three-part educational program, during which students will meet course objectives as described within the college curriculum.

Clinical Internship III (10th term)

Prerequisites: *Chiropractic Internship II, Minimum GPA of 2.0*

Description: This course is designed to develop the knowledge, skills and behaviors necessary for chiropractic clinical practice. Student interns will actively participate in patient care while under the

supervision of a licensed doctor of chiropractic. Students will also engage in various other educational experiences, including workshops, clinic rounds, guest lectures, standardized patient encounters, clinic promotional activities, satellite rotations, dermatology, laboratory clerkship and Advanced Clinical Topics modules and working in private practices.

Chiropractic Internship is a sequential, three-part educational program, during which students will meet course objectives as described within the college curriculum.

Master of Acupuncture and Oriental Medicine Program, Description, and Course Listings

DESCRIPTION

The Master of Acupuncture and Oriental Medicine (MAOM) program resides within the College of Eastern Medicine (CEM) at SCU. It is a First Professional Degree that emphasizes interprofessional education where students of Chiropractic learn side by side with students of Oriental Medicine (OM). The program is fully integrative, combining OM concepts with Western medicine diagnostic techniques.

The MAOM degree is conferred upon successful completion of 3,285 hours/172 units. There are also 1020 clinical hours that are required. Clinical rotations begin in the 3rd term of the first year. Internship courses are as follows:

- Introduction to Clinical Internship--30 hours in 3rd term
- Continue with another 120 hours of Observation in 4th term
- Supervised Practice I,II, II at 450 from term 5 to term 7
- Independent Practice I, II of 420 hours from term 8 to term 9

Clinical Internship

The MAOM clinical internship is divided into three phases, each with increasing levels of responsibility and independence: Observation, Supervised Practice, and Independent Practice. Prior to starting the Observation phase, students take an "Introduction to Clinic" course where they are exposed to some of the basic operational aspects of clinic such as our electronic health records system and quality assurance standards. They also complete their first observational hours in the clinic. Clinical observation consists of shadowing and observing licensed acupuncturists and assisting with patient flow and documentation, but does not include hands-on patient treatment.

Supervised Practice, the next internship phase, consists of hands-on practice of clinical treatments under the supervision of a licensed acupuncturist. In Independent Practice, the final internship phase, interns are given more responsibility and independence throughout the entire patient management process, although treatment protocols must be approved by their Clinical Supervisors.

All internship levels engage in various other educational experiences, including case presentations, workshops, clinic rounds, guest lectures, and clinic promotional activities.

In order to advance from one internship level to the next, students must pass a corresponding Acupuncture Competency Examination (ACE).

Although the University Health Center on SCU's campus is the main CEM internship site, CEM interns are eligible to participate in patient care at our outreach locations which currently include Cal State Fullerton's Student Health Center and the Health, Hope, and Healing Center. Students may also participate in the Community Based Internship (CBI) program and spend time with practicing field doctors

who have been credentialed by the University. These experiences allow the intern to incorporate into private practice the knowledge and skills they have learned throughout the program.

Class List

Suggested MAOM Trimester Schedule of Classes as of Spring 2011*

Trimester I					
Course #	Course Title	Lecture	Laboratory	Hours	Units
AAC102	Acup Meridians and Points I	30	30	60	3
AHB102	Materia Medica I	45	0	45	3
AAN101	Anatomy/Physiology I	45	30	75	4
APP101	OM Theories I	45	0	45	3
APP105	Tai Ji / Qi Gong	0	30	30	1
CBS0106	History of Healthcare	15	0	15	1
CBS0107	Medical Terminology	15	0	15	1
CBS0108	Introduction to Ethics & Professional Behavior	<u>15</u>	<u>0</u>	<u>15</u>	<u>1</u>
Total	20 hrs/week	210	90	300	17

Trimester II					
Course #	Course Title	Lecture	Laboratory	Hours	Units
AAC203	Acup Meridians and Points II	45	0	45	3
AAC205	Acup Techniques I	15	30	45	2
AAN202	Anatomy/Physiology II	45	30	75	4
ABN204	Western Nutrition	45	0	45	3
AHB204	Materia Medica II	45	0	45	3
APP203	OM Diagnosis	30	30	60	3
CBS0201	History Taking	30	0	30	2
CRE0201	Research Methods	<u>30</u>	<u>0</u>	<u>30</u>	<u>2</u>
Total	25 hours/week	285	90	375	22

Trimester III					
Course #	Course Title	Lecture	Laboratory	Hours	Units
AAC304	Acup Meridian & Points III	45	0	45	3
AAC305	Acup Techniques II	15	30	45	2
AAN303	Anatomy/Physiology III	45	30	75	4
ACL304	Intro to Clinical Internship	0	30	30	1
ADX302	Physical Examination	15	30	45	2
AHB305	Materia Medica III	45	0	45	3
APP302	OM Theories II	45	0	45	3
CPM0302	General & NMS Pathology	<u>45</u>	<u>0</u>	<u>45</u>	<u>3</u>
Total	25 hours/week	255	120	375	21

Trimester IV					
Course #	Course Title	Lecture	Laboratory	Hours	Units
ACL403	OB	0	120	120	4
ADX403	NMS Examination	15	30	45	2
AHB406	Materia Medica IV/Dui Yao	45	0	45	3
AID402	Acupuncture Competency Exam (ACE) I	0	0	0	0
APP401	OM Critical Thinking I	45	0	45	3
CPM0406	Systemic Pathology	60	0	60	4
CPM0409	Public Health	45	0	15	3
Total	24 hours/week	210	150	360	19

Trimester V					
Course #	Course Title	Lecture	Laboratory	Hours	Units
AAC507	Acup Prescription I	45	0	45	3
ACL505	SP I	0	150	150	5
AHB506	Formulas & Strategies I	45	0	45	3
APP511	Tui-Na/Massage/Acupressure	15	30	45	2
AXR510	Diagnostic Imaging Concepts	30	30	60	3
CDX0601	Clinical Laboratory Diagnosis	30	0	30	2
Total	25 hours/week	165	210	375	18

Trimester VI					
Course #	Course Title	Lecture	Laboratory	Hours	Units
AAC706	Acup Prescription II	45	0	45	3
ACL606	SP II	0	150	150	5
ADX701	Clinical Sciences & Medicine I	45	0	45	3
AHB607	Formulas & Strategies II	45	0	45	3
PP0712	Ethics in CAM	30	0	15	1
APP1520	AOM Jurisprudence	30	0	15	1
APP608	Practice Management	45	0	45	3
CBN0601	Pharmacology/Toxicology	30	0	30	2
Total	26 hours/week	240	150	390	21

Trimester VII					
Course #	Course Title	Lecture	Laboratory	Hours	Units
ACL707	SP III	0	150	150	5
AHB709	OM Nutrition/Diet	45	0	45	3
AHB608	Formulas & Strategies III	45	0	45	3
AID701	ACE II	0	0	0	0
APP702	OM Critical Thinking II	45	0	45	3
APP701	Shang Han Lun	45	0	45	3

CDX0707	Emergency Procedures	<u>15</u>	<u>30</u>	<u>45</u>	<u>3</u>
Total	25 hours/week	195	180	375	25

Trimester VIII

Course #	Course Title	Lecture	Laboratory	Hours	Units
ACL808	IP I	0	210	210	7
ADX802	Clinical Sciences & Medicine II	45	0	45	3
APP811	Oriental Internal Medicine I	45	0	45	3
APP814	OM Gynecology	45	0	45	3
APP816	Wen Bing / Jing Gui	<u>45</u>	<u>0</u>	<u>45</u>	<u>3</u>
Total	26 hours/week	180	210	390	19

Trimester IX

Course #	Course Title	Lecture	Laboratory	Hours	Units
ACL906	IP II	0	210	210	7
ADX903	Clinical Sciences & Medicine III	45	0	45	3
AID901	ACE III	0	0	0	0
APP903	OM Critical Thinking III	45	0	45	3
APP912	Oriental Internal Medicine II	45	0	45	3
Total	23 hours/week	135	210	345	16

Trimester Contact Hours:

Trimester I 300	Trimester VI 390
Trimester II 375	Trimester VII 375
Trimester III 375	Trimester VIII 390
Trimester IV 360	Trimester IX 345
Trimester V 375	Total Hours 3285

- Schedule subject to change and is influenced by factors including cohort size, room or instructor availability, and university resources.

COURSE DESCRIPTIONS

AAC102 - Acupuncture Meridians & Points I

60 hours / 3 units

Prerequisites: Admission to the college requirements or equivalent*

Co-requisites: Anatomy/Physiology 1*

*as determined by the instructor(s), Department Chair(s), and/or Dean(s)

Description: This course is designed to introduce the basic concepts of acupuncture, such as nomenclature and functions of the acupuncture meridians and points, the distribution of the meridians, and measuring methods of locating acupuncture points. This course will emphasize on the anatomical locations and therapeutic indications of acupuncture points at the first six meridians, i.e., Lung, Large Intestine, Stomach, Spleen, Heart, Small Intestine and Bladder meridians. There is actual practice of point locations by the students under instructor's supervision.

AAC203 - Acupuncture Meridians & Points II

45 hours / 3 units

Prerequisites: Acupuncture Meridians & Points I or equivalent*

*as determined by the instructor(s), Department Chair(s), and/or Dean(s)

Description: This course introduces the basic concepts of acupuncture, such as nomenclature and functions of the acupuncture meridians and points, the distribution of the meridians, and measuring methods of locating acupuncture points. This course will emphasize on the anatomical locations and therapeutic indications of acupuncture points at the meridians of Urinary bladder, Kidney, Pericardium, Triple energizer, Gallbladder, and Liver, Governor and conception Vessels. This course also introduces all the other extra Vessels including: Belt/Dai, Thoroughfare/Chong, Yang Heel/Yangqiao, Yin Heel/Yinqiao, Yang Link/Yangwei, and Yin Link/Yinwei.

AAC205 - Acupuncture Techniques I

45 hours / 2 units

Prerequisites: Acupuncture Meridians & Points I

Co-requisites: Acupuncture Meridians & Points II

Description: This course involves the actual practice of needling techniques on acupuncture points of various Meridians covering the entire body. Students will needle the acupuncture points under close supervision of the instructors to ensure precise insertion skills, angle, and depth of acupuncture techniques. The students will learn how to avoid damaging the underlying vessels, nerves, or vital organs when puncturing those critical points. In this course, students will practice the needling techniques on the assigned points of the Lung, Large Intestine, Stomach, Spleen, Heart, Small Intestine, and Urinary Bladder Meridians. Instructor's demonstration and student's hands-on practice are the major part of the course.

AA304 - Acupuncture Meridians & Points III

45 hours / 3 units

Prerequisites: Acupuncture Meridians & Points I or equivalent*

*as determined by the instructor(s), Department Chair(s), and/or Dean(s)

Co-requisites: Anatomy/Physiology I*

*as determined by the instructor(s), Department Chair(s), and/or Dean(s)

Description: This course covers the meridian theories and acupuncture points other than those covered in the courses of Acupuncture & Points I and II. The material of this course includes the theories of the Twelve Divergent Meridians, Fifteen Collaterals, Twelve Muscle Regions, and the Twelve Cutaneous Regions. The special theories and therapeutic functions of the Extra Points, Head and Ear Acupuncture are included as well. There is demonstration and practice of locating the extra points and ear points and measuring the head acupuncture lines at class exercises.

AAC305 - Acupuncture Techniques II

45 hours / 2 units

Prerequisites: Acupuncture Techniques I, Acupuncture Meridians & Points I & II

Co-requisites: Acupuncture Meridians & Points III

Description: This course is a continuation of Acupuncture Techniques I. Students will continue to practice needling techniques under close supervision on the Kidney, Pericardium, Triple Energizer, Gallbladder, and Liver Meridians. This course also covers the techniques of Reinforcing and Reducing manipulations and other acupuncture therapeutic methods, i.e. Dermal Tacks, Head Acupuncture, Ear Acupuncture, Prickling (Blood Letting), Cupping, Moxibustion, and Electro-

acupuncture. Included in the course is also proper maintenance and safety for all acupuncture equipment. Instructor's demonstration and student's hands-on practice under supervision are the major part of learning in this course.

AAC507 - Acupuncture Prescriptions I

45 hours / 3 units

Prerequisites: Acupuncture Meridians and Points I, II, & III

Description: This course involves the clinical aspect of acupuncture therapy in diseases or syndromes of various body systems and Oriental medicine specialties. At first, there is a discussion about the basic principles of point selection for clinical treatment. Then the students will learn how to set up therapeutic plan and how to prescribe acupuncture points based on the clinical diagnosis. There is also in-depth discussion about modification of point selection according to differential diagnosis of each clinical syndrome in Oriental medicine.

AAC706 - Acupuncture Prescriptions II

45 hours / 3 units

Prerequisites: Acupuncture Prescriptions I, Acupuncture Meridians & Points I, II, & III

Description: This is a continuous course to Acupuncture Prescription I and involves the acupuncture prescriptions for the clinical treatments of pain, dermatology, gynecology, pediatrics, ophthalmology, orthopedics, internal medicine, geriatrics, family medicine, traumatology, and emergency care EENT diseases. There is in-depth discussion on the clinical manifestations, diagnosis, therapeutic plan, and acupuncture prescription of each syndrome in Oriental medicine. This course also emphasizes on the modification of acupuncture prescription or point selection based on the differential diagnosis.

AAN101 - Anatomy/Physiology I

75 hours / 4 units

Prerequisites: Admission to College

Description: This course comprehensively presents the anatomy and physiology of the human musculoskeletal system and nervous system. This includes neurochemistry and neurophysiology. Instruction includes lecture, small group discussions and laboratory sessions in human dissection and physiology. Students will learn all the surface anatomical structures and depth safety when needling.

AAN202 - Anatomy/Physiology II

75 hours / 4 units

Prerequisites: Admission to the college requirements or equivalent*

*as determined by the instructor(s), Department Chair(s), and/or Dean(s)

Description: This course presents the anatomy and physiology of the special sense organs and blood and endocrine, respiratory, cardiovascular, lymphatic, and immune systems. Instruction includes laboratory sessions that emphasize the study of prosected human cadavers and physiology lab experiments.

AAN303 - Anatomy/Physiology III

75 hours / 4 units

Prerequisite: Admission to the college requirements or equivalent*

*as determined by the instructor(s), Department Chair(s), and/or Dean(s)

Description: This course presents the anatomy and physiology of the digestive, urinary and

reproductive systems, acid-base fluid and electrolyte balance, as well as genetics. Instruction includes lectures, laboratory sessions in cadaver dissection and small group discussion.

ABN204 - Western Nutrition

45 hours / 3 units

Prerequisite: Admission to the college requirements or equivalent*

*as determined by the instructor(s), Department Chair(s), and/or Dean(s)

Description: This is a basic nutrition course that deals with the following aspects of nutrients: food source, storage in the body, function, daily requirement, interaction, the signs and symptoms of deficiency or toxicity, methods of nutritional assessment, dietary guidelines and nutritional labeling, nutritional principles for managing obesity and nutritional guidelines during pregnancy and lactation. The clinical applications will also be discussed along with the correlation of clinical practices.

ADX302 - Physical Examination

45 hours / 2 units

Prerequisites: Anatomy/Physiology I or equivalent*

Co-requisites: Anatomy/Physiology III, Anatomy/Physiology II, & III

*as determined by the instructor(s), Department Chair(s), and/or Dean(s)

Description: Physical Examination is a beginning clinical skills course with the main emphasis on examination of the human body. The student will learn to select examination procedures that correlate with the patient's history, to perform those procedures using appropriate physical examination tools and techniques, and to integrate the findings with the historical data. The student will also combine history taking and record keeping skills with the physical examination to facilitate beginning clinical decision making as a core part of clinical practice.

ADX403 - Neuromusculoskeletal Examination

45 hours / 2 units

Prerequisites: Anatomy/Physiology I, II, III or equivalent*

*as determined by the instructor(s), Department Chair(s), and/or Dean(s)

Description: Neuromusculoskeletal Examination is a clinical skills course with the main emphasis on the neurologic and musculoskeletal examinations of the human body. The student will learn the essentials of neurological and musculoskeletal examinations and the principles of differential diagnosis of neurological and musculoskeletal diseases. The student will learn to select examination procedures that correlate with the patient's history, to perform those procedures, to integrate the findings with the historical data, and to document relevant clinical findings. The method of instruction will include lectures, demonstrations and clinical skill laboratories.

ADX701 - Clinical Science/Medicine I

45 hours / 3 units

Prerequisites: Systemic Pathology, Neuromusculoskeletal Examinations, Clinical Laboratory Diagnosis

Description: This course covers the etiology, epidemiology, patho-physiology, diagnosis and treatment of cardiovascular, nervous, gastrointestinal and genitourinary disorders.

ADX802 - Clinical Science/Medicine II

45 hours / 3 units

Prerequisites: Systemic Pathology, Neuromusculoskeletal Examinations, Clinical Laboratory Diagnosis

Description: This course covers the etiology, patho-physiology, diagnosis and treatment of pulmonary, infections hematological, gynecology/obstetrical pediatrics, ENT, and dermatological disorders.

ADX903 - Clinical Science/Medicine III

45 hours / 3 units

Prerequisites: Systemic Pathology, Neuromusculoskeletal Examination, Clinical Laboratory Diagnosis

Description: This course covers the etiology, epidemiology, diagnosis and treatment of pulmonary, infectious, hematological, gynecological/obstetrical, pediatric, ENT and dermatological, and psychopathological disorders.

AHB102 - Materia Medica I

45 hours / 3 units

Prerequisites: Admission to college or equivalent*

*as determined by the instructor(s), Department Chair(s), and/or Dean(s)

Description: This course introduces the student to the history, basic philosophy and foundations of Chinese herbs and formulas. This includes how herbs are classified, acquired, selected, prepared, combined, and used in clinical practice. The student is also introduced to relevant botany concepts as well as herbal categories and the distinguishing features of each. They will study a number of specific herbs within Warm the Interior and Dispel Cold; Aromatic Herbs that Open the Orifices; and Substances for External Application categories.

AHB204 - Materia Medica II

45 hours / 3 units

Prerequisites: Materia Medica I or equivalent*

*as determined by the instructor(s), Department Chair(s), and/or Dean(s)

Description: This course introduces the student to the history, basic philosophy and foundations of Chinese herbs and formulas. This includes how herbs are classified, acquired, selected, prepared, combined, and used in clinical practice. The student is also introduced to relevant botany concepts as well as herbal categories and the distinguishing features of each. They will study herbs in the following categories: Herbs that Release Exterior, Clear heat, Downward Draining Herbs, Dispel Wind Dampness, Drain Dampness, and Aromatic herbs that Transform Dampness.

AHB305 - Materia Medica III

45 hours / 3 units

Prerequisites: Materia Medica I

Description: This course covers the tastes, properties, channels, dosage indications, major combinations and cautions/contraindications for individual herbs in different categories. Further, relevant botany concepts pertaining to each herb are covered. This course covers the following herbal categories: Herbs that Tonifying (Qi, Blood, Yin and Yang); Herbs that Regulate the Blood; Herbs that stabilize and bind; Herbs that Calm the Spirit; Substances that extinguish wind and stop Tremors.

AHB406 - Materia Medica IV/ Diu Yao

45 hours / 3 units

Prerequisites: Materia Medica I & II or equivalent*

Co-requisites: Materia Medica III

*as determined by the instructor(s), Department Chair(s), and/or Dean(s)

Description: This course will introduce the tastes, properties, channels, indications, dosage and cautions/contraindications for individual herbs in the following categories; Herbs that Transform phlegm and stop coughing, Herbs that relieve food stagnation and Herbs that expel parasites. The students are also introduced to concepts of herbal pairing (*Dui- Yao*) and commonly used herbal pairs in clinical practice. Some common herb and drug interactions will be introduced as well. Course instruction includes lectures, herbal identifications, small-group discussions and problem-based, small-group tutorials.

AHB506 - Formulas & Strategies I

45 hours / 3 units

Prerequisites: Materia Medica I, & II or equivalent*

*as determined by the instructor(s), Department Chair(s), and/or Dean(s)

Description: This course teaches the ingredients, preparation, actions, indications, analysis of formula, cautions/contraindications, and modification of herbal formulas in different categories. This course covers: Formulas that Release the Exterior, Formulas that Clear Heat, Formulas that Drain Downward, Formulas that Harmonize and Formulas that Warm the Interior. Course instruction includes lectures, case studies, laboratory practice of herbal formulation, small-group discussions and problem-based, small-group, tutorials.

AHB607 - Formulas & Strategies II

45 hours / 3 units

Prerequisites: Materia Medica I, II, III, & IV, OM Diagnosis, OM Theories II

Description: This course teaches the ingredients, preparation, actions, indications, analysis of formulas, cautions/contraindications and modification of herbal formulas in different categories. This course covers Formulas that Tonify (Qi, Blood, Qi and Blood, Yin, and Yang), Formulas that Stabilize and Bind, Formulas that Regulate the Qi, Formulas that Invigorate the Blood, and Formulas that Stop Bleeding. Course instruction includes lectures, case studies, small-group discussions and problem-based, small-group tutorials.

AHB608 - Formulas & Strategies III

45 hours / 3 units

Prerequisites: Materia Medica I & II

Description: This course teaches the ingredients, preparation, actions, indications, analysis of formula, cautions/contraindications and modification of herbal formulas in different categories. This course covers Formulas that Expel Dampness, Formulas that Treat Dryness, Formulas that Calm the Spirit, Formulas that Expel Wind, Formulas that Open the Orifices, Formulas that Treat Phlegm, Formulas the Reduce Food Stagnation and Formulas that Expel Parasites. Course instruction includes lectures, case studies, laboratory practice of herbal formulation, small-group discussions and problem-based, small-group tutorials.

AHB709 - OM Nutrition/Diet

45 hours / 3 units

Prerequisites: Materia Medica I, II, & III, OM Theories I

Description: This course will introduce the integration of herbal medicine into food therapy and relate the Oriental Medicine Theory by applying the criteria of the ancient adage "prevention is more important than cure". This course will introduce the knowledge on medicinal herbs and learn the connection between various ailments and the food intake. The basic theory of this course is to

understand the methods of using medicinal herbs together with daily diet to nourish, adjust, and regulate the body according to the seasonal changes and internal patterns to prevent common ailments.

APP101 - Oriental Medicine Theories I

45 hours / 3 units

Prerequisites: Admission to College or equivalent*

*as determined by the instructor(s), Department Chair(s), and/or Dean(s)

Description: This course begins with a brief introduction to the Yellow Emperor's Inner Canon (Nei Jing) and then proceeds to focus on the basic philosophies and foundations of Traditional Oriental Medicine. This course will introduce the Nei Jing based concepts of Yin and Yang Theory, Five Elements Theory, Vital Substances (Essence, Qi, Blood and Body Fluids), Zang and Fu Organs Theory, Extraordinary Fu Organs, Causes of Diseases, and Pathogenesis of Yin and Yang Disharmony and the Mechanism of Qi. Course instruction includes lectures, discussions, and critical thinking.

APP105 - Tai Ji/Qi Gong

30 hours / 1 unit

Prerequisites: Admission to College or equivalency by approval of CEM Dean

Description: This course is devoted to teach the short form of Yang style Tai Ji Quan (Yang 8). Additionally, various breathing exercise, Tai Ji movement, and Qi Gong practices will be introduced. The purpose of the course and of these exercises is to teach students a variety of techniques for recognizing, gathering, students and their future patients can maintain health and promote healing.

APP203 - Oriental Medicine Diagnosis

60 hours / 3 units

Prerequisites: Oriental Medicine Theories I or equivalent*

*as determined by the instructor(s), Department Chair(s), and/or Dean(s)

Description: This course covers the four major diagnostic methods in Oriental Medicine (inspection, auscultation/olfaction, inquiry and palpation) and provides the introduction to differentiation of patterns according to Eight Principles, Qi-Blood-Body Fluids, Pathogenic Factors, Six Stages, Four Levels, and Three Burners.

APP302 - Oriental Medicine Theories II

45 hours / 3 units

Prerequisites: Oriental Medicine Diagnosis or equivalent*

*as determined by the instructor(s), Department Chair(s), and/or Dean(s)

Description: This course covers pattern differentiation according to the Internal Organs (Zang-Fu), combined patterns of the Zang-Fu, Five-Element patterns, and principles of treatment.

APP401 - OM Critical Thinking I

45 hours / 3 units

Prerequisites: Anatomy/Physiology I, II, & III, General Pathology, Physical Examination, Materia Medica I, II, & III, OM Theories I & II, OM Diagnosis, Acupuncture Meridians & Points I, II, & III, History Taking, Western Nutrition or Equivalent*

Co-requisites: Systemic Pathology, NMS Examination, Materia Medica IV/Dui Yao

*as determined by the instructor(s), Department Chair(s), and/or Dean(s)

Description: This course introduces the diagnosis and treatment of disease according to the

principles of Chinese medicine and integrative medicine from a primary care provider perspective. By utilizing acupuncture, herbal, and other Chinese medical modalities to treat commonly seen diseases in family medicine practice. It includes respiratory, gastroenterology, cardiovascular, pediatrics, and geriatric diseases. Through case studies, and self-directed course projects, students learn the relevance of the material and apply this in appropriate contexts.

APP511 - Tui-Na/Massage/Acupressure

45 hours / 2 units

Prerequisite: Admission to the college requirements or equivalent*

*as determined by the instructor(s), Department Chair(s), and/or Dean(s)

Description: This is a clinical skills course emphasizing the traditional Chinese Physical Therapy methods of Tui-Na/Massage, which also include the use of appropriate mechanical devices (such as rollers and other tools), as well as neurological and musculoskeletal examination, diagnosis and treatment. Students learn to select examination procedures that correlate with a patient's history to perform those procedures, to integrate findings with historical data, and to document relevant clinical findings. Students will also learn manipulation methods for treating structural and soft tissue injuries and dysfunction.

PP0712 - Ethics in CAM

15 hours / 1 units

Prerequisites: Introduction to Ethics (PP0103) or equivalent*

*as determined by the instructor, department chair, and/or dean.

Description: This course is designed to increase the student's awareness of the common ethical issues faced in Complementary and Alternative Medicine (CAM). It focuses on the responsibilities of CAM providers and covers various problem-solving techniques that may be useful in resolving the variety of ethical dilemmas faced by today's health care practitioners. Students learn to resolve ethical dilemmas by applying problem solving techniques. Additionally, instruction in ethical and professional peer review processes are included.

APP608 - Practice Management

45 hours / 3 units

Prerequisites: Admission to the program.

Description: This course is designed to teach the practice management skills required by the graduating acupuncturist in preparing to practice. The student will learn skills including: analyzing locations and area demographics, creating a practice plan, developing various financial accounting systems, networking with other health care providers and communicating with the patient to assure treatment compliance and continuity of care. Issues of patient documentation, as well as doctor liability, are discussed. Strategies for utilizing inter-professional collaborative care are presented as well. The course includes lecture presentations, class discussion, audiovisual presentations and self-directed course projects.

APP1520 – AOM Jurisprudence

15 hours / 1 units

Prerequisites: Currently enrolled in the 6th term

Description: This course covers the laws and regulation of acupuncture practice in California, the processes of national certification and explores the variations of licensure outside of California. Students will discuss how to acquire and maintain a license to practice as well as exploring potential causes for disciplinary action. This course includes compliance with OSHA and other regulatory

agencies.

APP701 - Shang Han Lun

45 hours / 3 units

Prerequisites: OM Theories II, OM Diagnosis, Formulas & Strategies I & II

Description: This course teaches Dr. Zhang, Zhong-Jing's Classic Chinese Medicine Theory—Shang Han Lun (Febrile Diseases Due to Invasion of Cold) as it applies especially to herbal medicine. Students will learn how to differentiate exogenous diseases and syndromes according to the theory of the six meridians (Taiyang, Shaoyang, Yangming, Taiyin, Shaoyin, and Jueyin) and the subsequent determination of treatment.

APP702 - OM Critical Thinking II

45 hours / 3 units

Prerequisites: Complete 1st to 6th terms; currently enrolled in 7th term

Description: This course OM specialty medicine introduces the diagnosis and treatment of disease according to the principles of Chinese medicine and integrative medicine from a primary care provider perspective. By utilizing acupuncture, herbal, and other Chinese medical modalities to treat common seen diseases in specialty medicine practice. It includes dermatology, psychiatry, neurology, and genitourinary diseases. Through case studies, and self-directed course projects, students learn the relevance of the material and apply this in appropriate contexts.

APP811 - OM Internal Medicine I

45 hours / 3 units

Prerequisites: OM Diagnosis, OM Theories I & II, Materia Medica I, II, III & IV, Formulas & Strategies I, II, & III, Acupuncture Prescriptions I & II

Description: This course teaches the most common symptoms and diseases in OM Internal Medicine. Students will learn the etiology, pathology, OM diagnosis/differentiation, treatment plan and treatment for headaches, cough, breathlessness, wheezing, lung abscess, mental-emotional problems, insomnia, tinnitus & deafness, chest painful obstruction, epigastric pain, hypochondriac pain, diarrhea, constipation, and abdominal masses.

APP814 - Oriental Medicine Gynecology

45 hours / 3 units

Prerequisites: OM Diagnosis, OM Theories I & II, Formulas & Strategies I, II, & III

Description: This course discusses the Oriental Medicine theory, physiology, differentiation and treatment of Gynecological conditions. The topics include gynecological physiology, pathology, etiology, diagnosis, menstrual irregularities, problems during menstruation, diseases during pregnancy, diseases after childbirth, and miscellaneous diseases (infertility, menopausal syndrome, abdominal masses, excessive vaginal discharge, vaginal itching, and prolapsed uterus). The course includes lecture presentations, class discussion, case studies and self-directed course projects.

APP816 - Wen Bing Xue

45 hours / 3 units

Prerequisites: OM Diagnosis, OM Theories I & II, Materia Medica I, II, III & IV, Formulas & Strategies I, II, & III

Description: This course teaches the classic theories and differentiation of acute febrile diseases (infection) which are characterized by an abrupt onset of symptoms, and liable to injure Yin and undergo frequent changes. Students will learn to utilize the theory of Wei, Qi, Ying, and Xue to analyze pathogenesis and differentiate syndromes to identify the transmission and transformation of

febrile diseases and thus determine the treatment. The course includes lectures, class discussions, case studies and self-directed course projects.

APP903 - OM Critical Thinking III

45 hours /3 units

Prerequisites: Acupuncture Prescriptions I & II, ACE II, Critical Thinking II, Clinical Science/Medicine I, Laboratory Diagnosis, Emergency Procedures

Co-requisites: Clinical Science/Medicine II & III

Description: This course in OM specialty medicine introduces the diagnosis and treatment of disease according to the principles of Chinese Medicine and integrative medicine from a primary care provider perspective. By utilizing acupuncture, herbal, and other Chinese medical modalities to treat commonly seen diseases in specialty medicine practice. It includes ophthalmology, traumatology, and orthopedics. Through case studies, and self-directed course projects, students learn the relevance of the material and apply this in appropriate contexts.

APP912 - OM Internal Medicine II

45 hours /3 units

Prerequisites: OM Theories II, Acupuncture Prescriptions I & II, Formulas & Strategies I, II, & III, ACE II

Description: This course teaches the most common symptoms and diseases in Oriental Medicine Internal Medicine. Students will learn the etiology, pathology, OM diagnosis/ differentiation, treatment plan and treatment for abdominal pain, diarrhea, constipation, painful-urination syndrome, enuresis and incontinence, edema, painful obstruction syndrome, lower back-ache and sciatica, myalgic encephalomyelitis, Parkinson's disease, wind-stroke, atrophy syndrome, multiple sclerosis, bleeding, and common cold and influenza. The integration between Western and Oriental Medicines will also be covered. The course includes lectures, class discussions, case studies and self-directed course projects.

AXR510 - Diagnostic Imaging Concepts

60 hours / 3 units

Prerequisites: Anatomy/Physiology I

Description: The course will encompass the fundamental diagnostic imaging related issues to the AOM practitioner. Diagnostic imaging appearances of normal and common clinical conditions will be presented, with discussion on appropriate selection of imaging modalities and interpretation of professional diagnostic imaging reports.

ACL304 - Intro to Clinical Internship

30 hours / 1 unit

Prerequisites: OM Theories I, Acupuncture Points I, Materia Medica I, History Taking

Description: This course is the beginning phase of the CEM internship training and is designed to provide students with the knowledge necessary for clinical practice. The course allows the student to understand the different levels and expectations upon entering internship training. This course will discuss the attitudes necessary and correct procedures to follow in the health center. Proper paperwork, history taking skills, physical exam and various treatment modalities will be performed. Appropriate clinical etiquette will be simulated, and actual patient treatment will be observed.

ACL403 - Clinical Observation

120 hours / 4 units

Prerequisites: Intro to Clinical Internship, OM Theories I, Acupuncture Points I, Materia Medica I, History Taking

Description: This course is the observation phase of internship training and is designed to develop the knowledge and attitudes necessary for clinic practice. OB interns will actively participate in patient care under the supervision of a licensed acupuncturist but not actually performing any hands-on treatment. OB interns may also engage in various other educational experiences, including case presentations, workshops, clinic rounds, guest lectures, and clinic promotional activities.

ACL505 - Clinical Internship (Supervised Practice) I

150 hours / 5 units

Prerequisites: Successful completion of Clinical Observation, Materia Medica III, Acupuncture Techniques I, OM Theories II, Acupuncture Meridians & Points III, History Taking, Physical Examination, Passed ACE I

Description: This course provides the second phase of internship training and is designed to develop the knowledge and attitudes, as well as the diagnostic skills and treatment techniques necessary for clinic practice. SP interns will actively participate in patient care with hands-on practice of clinical treatments under the supervision of a licensed acupuncturist. SP interns may also engage in various other educational experiences, including case presentations, workshops, guest lectures, and clinic promotional activities. Also included is instruction in accurate application of the World Health Organization's international classification of diseases (ICD-10).

ACL606 - Clinical Internship (Supervised Practice) II

150 hours / 5 units

Prerequisites: Successful completion of Clinical Observation II; Successful completion of Clinical Internship (Supervised Practice) I, Materia Medica I, II, & II, Acupuncture Techniques I, OM Theories II; Passed ACE I

Description: This course is for the second phase of internship training and is designed to develop the knowledge and attitudes, as well as the diagnostic skills and treatment techniques, necessary for clinic practice. SP interns will actively participate in patient care with hands-on practice of clinical treatments under the supervision of a licensed acupuncturist. SP interns will also engage in various other educational experiences, including case presentations, workshops, clinic rounds, guest lectures, and clinic promotional activities.

ACL707 - Clinical Internship (Supervised Practice) III

150 hours / 5 units

Prerequisites: Supervised Practice II

Description: This course is for the second phase of internship training and is designed to develop the knowledge and attitudes, as well as the diagnostic skills and treatment techniques necessary for clinic practice. SP interns will actively participate in patient care with hands-on practice of clinical treatments under the supervision of a licensed acupuncturist. Supervised Practice III (SP) interns will actively participate in patient care with hands-on practice of clinical treatments under the supervision of a licensed acupuncturist. SP interns may also engage in various other education experiences, including case presentations, workshops, guest lectures, and clinical promotional activities.

ACL808 - Clinical Internship (Independent Practice) I

210 hours / 7 units

Prerequisites: Supervised Practice III, Clinical Science/Medicine I, OM Nutrition/Diet, Shang Han Lun, Critical Thinking II, Emergency Procedures; Passed ACE II

Description: This course is the third phase of internship training and is designed to develop independent practice for interns as if they were licensed AOM practitioners. IP interns will actively participate in patient care more independently throughout the entire clinical procedures, (although the final protocol of treatment must be approved by their Clinical Supervisors. IP Interns will also engage in various other educational experiences including case presentations, workshops, clinic rounds, guest lectures, and clinic promotional activities.

ACL906 - Clinical Internship (Independent Practice) II

210 hours / 7 units

Prerequisites: Independent Practice I, Wen Bing/Jin Gui, OM Gynecology, OM Internal Medicine I, Clinical Science Medicine II

Description: This course is the third phase of internship training and is designed to develop independent practice for interns as if they were licensed AOM practitioners. IP interns will actively participate in patient care more independently throughout the entire clinical procedures, although the final protocol of treatment must be approved by their Clinical Supervisors. IP interns will also engage in various other educational experiences, including case presentations, workshops, clinic rounds, guest lectures, and clinic promotional activities. Interns are required to complete a case presentation at this phase.

AID402 - Acupuncture Competency Examination (ACE) I

Prerequisites: Didactic courses Complete the courses of Anatomy/Physiology I, II & III, Physical Examination, Materia Medica I, II, & III, History Taking, & Western Nutrition or equivalent*. Internship: Successfully passed Observation I (OB I) or Observation I Dual (OB I Dual). Cumulative GPA must be 2.0 or more.

Co-requisites: General Pathology*, Critical Thinking I, & Materia Medica IV/Dui Yao

*as determined by the instructor(s), Department Chair(s), and/or Dean(s)

Description: This course is designed to evaluate the OB intern's competencies by integrating basic science and Oriental medical knowledge and skills in order to determine the intern's clinical competencies in a modified clinical setting. The practical exam consists of five stations including History Taking (station 1), Tongue Diagnosis (station 2), Herbal Identification (station 3), Physical Examination (station 4) and Point Location (station 5). The practical exam format is an Objective Structured Clinical Examination (OSCE). This format includes a case-based condition wherein examinees rotate through a circuit of stations in which they perform diagnostic skills, clinical techniques and patient management. They are assessed by direct observation by a faculty/staff member in each station. The written exam consists of 100 multiple choice questions pertaining to the required courses for this exam.

AID701 - Acupuncture Competency Examination (ACE) II

Prerequisites: Successfully completed all courses from Term I to Term VI and currently enrolled in Term VII courses. Successfully passed Supervised Practice II (SP2) level; currently enrolled in Supervised Practice III (SP3); successfully passed ACE I

Description: This course is designed to evaluate the SP intern's competence to integrate basic science and oriental medical knowledge and skills in order to determine the intern's clinical competency in a modified clinical setting. The practical exam is consisted of five stations including Neuromusculoskeletal Examination (station 1), Auricular Acupuncture (station 2), Clinical Safety Procedure-OSHA (station 3), Acupuncture Technique (station 4) and Herbal Formulation (station 5). The testing method utilized is the Objective Structured Clinical Examination (OSCE). This format includes a case-based condition wherein examinees rotate through a circuit of stations in which they perform diagnostic skills, clinical techniques and patient management. They are assessed by direct

observation by a faculty/staff member in each station. The written exam is consisted of 150 multiple choice questions pertaining to the required courses for this exam. The written and practical exams are counted toward the final grade of ACE II.

AID901 - Acupuncture Competency Examination (ACE) III

Prerequisites: Clinical Science/Medicine II, Shang Han Lun, Critical Thinking II, OM Internal Medicine I, Wen Bing/Jin Gui, & OM Gynecology. Successfully pass ACE II.

Description: The comprehensive examination is an exit exam which will directly affect students' qualification for graduation. It also serves a tool to evaluate students learning outcomes at the graduate level. This examination is composed of 200 multiple choice questions that include all courses in the AOM curriculum. The exam will be administered in two separate 2-hour sessions with a one hour break in between. Each section will consist of 100 questions.

CBN0601 - Pharmacology / Toxicology

30 hours / 2 units

Prerequisites: Anatomy/Physiology I, II, & III, or equivalent *

*as determined by the instructor(s), Department Chair(s), and/or Dean(s)

Description: This lecture course covers the various drug groups and poisonings which Health Care Professionals are most like to encounter in their practice. The pharmacodynamics and pharmacokinetic principles of drugs, pollutants and poisons will be discussed, as well as drug-herb interactions. Available resources in relation to poisons and adverse effects of drugs will be introduced. Students will also learn the potential effects of drugs and poisons in altering or masking presenting symptoms in the clinical setting.

CBS0106 - History of Healthcare

15 hours / 1 unit

Prerequisite: Admission to the college requirements or equivalent*

*as determined by the instructor(s), Department Chair(s), and/or Dean(s)

Description: This course explores an abbreviated history of acupuncture and oriental medicine, chiropractic, western medicine, Ayurveda, naturopathy and homeopathy. The course also compares and contrasts the core philosophy, and treatment methods adopted by these systems. Further, it provides a timeline of their origin and growth along with the major contributors to these systems.

CBS0107 -Medical Terminology

15 hours / 1 unit

Prerequisite: Admission to the college requirements or equivalent*

*as determined by the instructor(s), Department Chair(s), and/or Dean(s)

Description: This course is a survey course that covers the basic elements of medical terminology. Students will learn the western medical terminology for various systems in the human body, including the musculoskeletal, nervous, respiratory, digestive, cardiovascular, urinary, immune and reproductive systems. It also includes Western medical abbreviations and the formation of singular/plurals forms. Students will be required to do their assignments and take their exams online to successfully complete this course.

CBS0108 - Introduction to Ethics & Professional Behavior

15 hours / 1 unit

Prerequisite: Admission to the college requirements or equivalent*

*as determined by the instructor(s), Department Chair(s), and/or Dean(s)

Description: This blended distance learning course introduces the student to the fundamental

concepts of ethics in a health care education environment. The purpose of the course is to increase the awareness of ethics as a student in a health care profession. It is designed to enable the student professional-in-training to develop a personal baseline for the skills necessary for the successful interpersonal patient/colleague relations. It is also intended to assist the student in resolving ethical dilemmas by applying problem solving techniques. The methods of instruction will include lectures and participation in interactive cases and discussion groups.

CDX0601 - Clinical Laboratory Diagnosis

30 hours / 2 units

Prerequisites: Anatomy/Physiology I, II, & III

Description: This course is designed to develop a basic understanding of clinical laboratory procedures and normal and abnormal values.

CDX0707 - Emergency Procedures

45 hours / 3 units

Prerequisites: Anatomy-Physiology-Histology I, II, & III, Anatomy/Physiology I, II, & III, Physical Examination, Physical Examination Skills I & II, General & NMS Pathology, Systemic Pathology, Differential Diagnosis I, and Clinical Chiropractic I & II

Description: This course prepares the student for common medical emergencies that may be encountered in the pre-hospital setting. It includes practical skills and training in the care and recognition of cardiac, respiratory, and other medical emergencies and trauma. It will require competence in basic life support, bandaging, splinting and other emergency techniques.

CPM0302 - General & NMS Pathology

45 hours / 3 units

Prerequisites: Anatomy/Physiology I & II

Co-requisites: Concurrent enrollment in or previous completion of Anatomy/Physiology III

Description: The lecture course covers the basic pathology that bridges clinical practice and basic science. It involves the investigation of the underlying causes of disease and the mechanisms of our body reaction. To understand structural and functional changes in cells, tissues, and organs, and to understand the prognosis of disease are goals of this class. This course also covers the etiopathogenesis and differentiation of common neurological and musculoskeletal conditions.

CPM0406 - Systemic Pathology

60 hours / 4 units

Prerequisites: General Pathology courses or equivalent*

*as determined by the instructor(s), Department Chair(s), and/or Dean(s)

Description: This course introduces the student to the pathological basis of systemic disease including the cardiovascular, hemopoietic, respiratory, digestive, urinary, reproductive and endocrine systems. It provides an understanding of the etiology, pathogenesis and resulting biological changes that occur in the disease process. This information will provide the rationale for diagnosis and management. Teaching methods include audio-visual presentations during lecture for relevant macroscopic and microscopic changes occurring in disease as well as clinical case discussions.

CPM0409 - Public Health

45 hours / 3 units

Prerequisites: admission to the college requirements or equivalent*

*as determined by the instructor(s), Department Chair(s), and/or Dean(s)

Description: This course will introduce students to the field of public and community health.

Students will learn about the methods used to determine the health care needs of a community and how these can be addressed by the combined effort of various health care workers, public health educators and private entities. There will be a focus on major current public health issues and the prevention of significant causes of mortality and morbidity.

CRE0201

Research Methodology

30 hours / 2 units

Prerequisites: Admission to college, or equivalent*

*as determined by the instructor(s), Department Chair(s), and/or Dean(s)

Description: This course is designed to develop students' practical skills in clinical problem solving by reading and appraising published health sciences literature for its validity (closeness to truth) and usefulness (clinical applicability). At the same time, the course will introduce the student to the application of key basic concepts in clinical epidemiology, clinical study design, and biostatistics. The goal of this course is to develop part of the essential knowledge, skills, and attitudes necessary to practice evidence-based acupuncture/ chiropractic care.

Doctor of Acupuncture and Chinese Medicine Program

Description and Course Listings

DESCRIPTION

The Doctor of Acupuncture and Chinese Medicine (DACM) Program resides within the College of Eastern Medicine (CEM) at SCU. It is a First Professional Degree that emphasizes interprofessional education where students of Chiropractic learn side by side with students of Oriental Medicine (OM). The program is fully integrative, combining OM concepts with Western medicine diagnostic techniques.

The Doctor of Acupuncture and Chinese Medicine (DACM) program is more rigorous and comprehensive than the Master of Acupuncture and Oriental Medicine (MAOM) program. A strong professional leadership and development program increases competence and cultivates the virtue of “caring” in the clinical setting. More extensive practice management and critical thinking components in conjunction with the professional leadership aspects will increase success for graduates. The program includes a selective concentration in orthopedics, reproductive medicine, nutrition, or healthy aging. Students in the program will write a capstone in clinical medicine, research, or classical text translation.

ABOUT THE PROGRAM

PROGRAM HIGHLIGHTS

- 3,870 total hours
- 211 units
- 10 trimesters (3.3 years)
- Federal financial aid is available
- Clinical doctorate including a capstone project
- Clinical internship opportunities in chosen concentrations

Clinical Internship

The DACM clinical internship is divided into three phases, each with increasing levels of responsibility and independence: Observation, Guided Clinical Practice, Intermediate Clinical Practice and Advanced Clinical Practice. Students will spend two trimesters observing licensed acupuncturists treating patients and discussing aspects of assessment and treatment. In the fourth trimester, students will shadow and observe licensed acupuncturists and assist with patient flow and documentation, but will not be involved with hands-on patient treatment.

Guided Clinical Practice begins consists the hands-on practice of clinical treatments under the supervision of a licensed acupuncturist. Intermediate Clinical Practice allows student interns the opportunity to enhance clinical skills and become stronger and more confident in treating patients. In Advanced Clinical Practice, the final internship phase, interns are given more responsibility and independence throughout the entire patient management process, although treatment protocols must be approved by their Clinical Supervisors. In Intermediate and Advanced Clinical Practice student interns may also have externships in clinics and facilities off-campus.

Although the University Health Center on SCU's campus is the main CEM internship site, CEM interns are eligible to participate in patient care at our outreach locations which currently include Cal State Fullerton's Student Health Center the Health, Hope, and Healing Center, and Children's Hospital of Orange County (CHOC). Students may also participate in the Community Based Internship (CBI) program and spend time with practicing field doctors who have been credentialed by the University. These experiences allow the intern to incorporate into private practice the knowledge and skills they have learned throughout the program.

Class Schedule

Currently the DACM program is a day and evening program. While the program is not distance-based, many courses are enhanced with distance education (DE) components (blended learning). However, as the curricula further develops, we anticipate that a few courses will be offered via distance learning. These DE components do not currently replace any classroom hours.

Suggested DACM Trimester Schedule of Classes as of Spring 2014*

Trimester 1					
Course #	Course Title	Lecture	Laboratory	Total	Units
CBS0107	Medical Terminology	15		15	1
PH0201	Cell Physiology	15		15	1
GA0102	General Anatomy I	45	30	75	4
GH0102	Human Histology	30		30	2
CBS0106	History of Healthcare	15		15	1
CBS0108	Intro to Ethics & Professional Behavior	15		15	1
APP1110	Oriental Medicine Theory	60		60	4
AAC1110	Acupuncture Meridians I	45		45	3
AHB1110	Chinese Herbology I	45		45	3
APP1120	Classical Foundations	30		30	2
APP105	Taiji/Qigong		30	30	1
Total				375	23

Trimester 2					
Course #	Course Title	Lecture	Laboratory	Total	Units
BN0213	Human Biochemistry	45		45	3
GA0202	General Anatomy II	45	30	75	4
CBS0201	History Taking	30		30	2
APP1210	Oriental Medicine Diagnosis I	60		60	4
AAC1210	Acupuncture Meridians II	45		45	3
AAC1220	Clinical Techniques I	15	30	45	2
AHB1210	Chinese Herbology II	45		45	3
ACL1210	Clinical Observation I		30	30	1
CRE0201	Research and Evidence Based Healthcare	30		30	2
Total				405	24

Trimester 3					
Course #	Course Title	Lecture	Laboratory	Total	Units
PH0302	GI/GU/Endo Physiology	45		45	3
NS0302	Neuroscience	60		60	4
APP1310	Oriental Medicine Diagnosis II	45		45	3
AAC1310	Acupuncture Meridians III	45		45	3
AAC1320	Clinical Techniques II	15	30	45	2
AHB1310	Chinese Herbology III	45		45	3
ACL1310	Clinical Observation II		30	30	1
APP1520	AOM Jurisprudence	15		15	1
PP0712	Ethics in CAM	15		15	1
Total				345	21

Trimester 4					
Course #	Course Title	Lecture	Laboratory	Total	Units
PH0310	Circ/Resp Physiology	30	15	45	2.5
BN0405	Biochemical Nutrition	45		45	3
DX0310	Intro to Physical Exam Skills	30	60	90	4
AHB1410	Chinese Herbology IV	45		45	3
AAC1410	Acupuncture Prescriptions	45		45	3
ACL1410	Clinical Observation III		90	90	3
CPM0406	Systemic Pathology	30	30	60	3
CPM0302	General & NMS Pathology	45		45	3
CPM0409	Public Health	45		45	3

AID1410	Acupuncture Comprehensive Exam ID			0	0
Total				510	27.5

Trimester 5					
Course #	Course Title	Lecture	Laboratory	Total	Units
PM0407	Microbiology & Immunology	60		60	4
PP0702	Practice Management: Risk Management	15		15	1
AAC1510	Acupuncture Orthopedics	15	30	45	2
APP1510	Huang Di Nei Jing	30		30	2
ACL1510	Guided Clinical Practice I		60	60	2
AHB1510	Chinese Herbal Prescriptions I	45		45	3
CRE0501	Evidence Based Practice	30		30	2
XR0515	Diagnostic Imaging Based Anatomy	30	30	60	3
CDX0707	Emergency Procedures	15	30	45	2
Total				390	21

Trimester 6					
Course #	Course Title	Lecture	Laboratory	Total	Units
DX0613	Differential Diagnosis I	60		60	4
CBN0601	Pharmacotoxicology	30		30	2
AHB1620	Herbal Toxicity & DHI	15		15	1
APP1620	Integrated Gynecology	60		60	4
APP1610	Classics of Acupuncture	30		30	2
ACL1610	Guided Clinical Practice II		60	60	2
AHB1610	Chinese Herbal Prescriptions II	45		45	3
APP511	Tuina Massage	15	30	45	2
CDX0601	Clinical Lab Analysis	30		30	2
Total				375	22

Trimester 7					
Course #	Course Title	Lecture	Laboratory	Total	Units
DX0708	Differential Diagnosis II	60		60	4
APP1710	Capstone I	30		30	2
ADX1710	Integrated Clinical Medicine I	45		45	3
ACL1710	Guided Clinical Practice III	180		180	6
AHB1711	OM Nutrition/Diet	45		45	3
AHB1710	Chinese Herbal Prescriptions III	45		45	3
AHB1720	Shang Han Lun	30		30	2
AID1710	Acupuncture Comprehensive Exam IID	0		0	0
Total				435	23

Trimester 8					
Course #	Course Title	Lecture	Laboratory	Total	Units
CL0817	Practice Management: Coding and Billing	30		30	2
PP0801	Practice Management: Practice Development	15		15	1
ADX1820	OM Psychiatry/Counseling	30		30	2
APP1810	Capstone II	30		30	2
ADX1810	Integrated Clinical Medicine II	45		45	3
ACL1810	Intermediate Clinical Practice I		120	120	4
AHB1810	Wen Bing Xue	30		30	2
Total				300	16

Trimester 9					
Course #	Course Title	Lecture	Laboratory	Total	Units
ADX1910	Integrated Clinical Medicine III	45		45	3
ACL1910	Intermediate Clinical Practice II		180	180	6
AHB1910	Jin Gui Lao Yue	30		30	2
AID1910	Acupuncture Comprehensive Exam IIID	0		0	0
Total				255	11

Trimester 10					
Course #	Course Title	Lecture	Laboratory	Total	Units
ADX1010	Advanced Case Studies	30		30	2
ACL1010	Advanced Clinical Practice		300	300	10
APP1010	Capstone Defense	0		0	0
Total				330	12

*General Anatomy III is not taken by students choosing the orthopedic concentration. Those students will take Spinal Anatomy (60/3) and Anatomy of the Extremities (90/4)

Course schedule subject to change or re-sequencing as determined to best suit DACM educational needs.

DIDACTIC HOURS AND CONCENTRATION COURSEWORK

In addition to the above schedule of courses, students will choose 150 didactic hours of concentration coursework. Current options include:

<i>Reproductive Medicine Concentration</i>					
Trimester / Course #	Courses	Lect	Lab	Total	Units
6 / APP1630	Andrology	45		45	3
7 / ADX1730	Assisted Reproductive Technologies	45		45	3
8 / ADX1840	Integrated Reproductive Medicine	60		60	4
				150	10

<i>Healthy Aging Concentration</i>					
Trimester / Course #	Courses	Lect	Lab	Total	Units
6 / ADX1610	Life Cycles	30		30	2
7 / ADX1720	Basics of Oncology	30		30	2
8 / ADX1830	Diseases of Aging	45		45	3
9 / ADX1920	Successful Aging	45		45	3
				150	10

Orthopedics Concentration					
Trimester / Course #	Courses	Lect	Lab	Total	Units
7 / DX0407	Clinical Orthopedic and Neurological Assessment I	60		60	4
8 / DX0507	Clinical Orthopedic and Neurological Assessment II	60		60	4
9 / ADX1930	Advanced Acupuncture Orthopedics	45		45	3
				165	11

Nutrition Concentration					
Trimester / Course #	Courses	Lect	Lab	Total	Units
6 / BN0510	Clinical Nutrition	60		60	4
6 / SEL0917	Intro to Functional Medicine & Blood Chemistry	15		15	1
7 / SEL0924, SEL0925	Functional Blood Chem II & III	30		30	2
8 / SEL0929, SEL0930	Functional Blood Chem IV & V	30		30	2
9 / SEL0935	Advanced Laboratory Evaluations	15		15	1
				150	10

DACM Courses and Descriptions

COURSE TITLE (HOURS/UNITS)

Basic Sciences

CBS0107 - MEDICAL TERMINOLOGY (15/1)

Prerequisite: Admission to the college requirements or equivalent*

*as determined by the instructor(s), Department Chair(s), and/or Dean(s)

Description: This course is a survey of the etymology of medical terminology. Students will learn Western medical terminology for the systems of the body including musculoskeletal, nervous, respiratory, digestive, cardiovascular, urinary, immune, and reproductive systems. Medical abbreviations and the formations of singular/plurals are included.

GA0102 - GENERAL ANATOMY I (75/4)

Prerequisite: Admission to the college requirements or equivalent*

*as determined by the instructor(s), Department Chair(s), and/or Dean(s)

Description: This course correlates the structural, functional, developmental, and clinical aspects of the trunk region of the human body. Surface anatomy, body walls and cavities, thoracic, abdominal, and pelvic organs and perineum are covered in this body region. Included in this class is the use of prosected human cadavers, anatomical models, and computer assisted learning software.

GA0202 - GENERAL ANATOMY II (75/4)

Prerequisite: Admission to the college requirements or equivalent*

*as determined by the instructor(s), Department Chair(s), and/or Dean(s)

Description: This course continues the work of General Anatomy I in correlating the structural, functional, developmental, and clinical aspects of the human body. Surface anatomy and landmarks of the cranium, face, and neck, special senses, cranial meninges, and anatomical parts, structures and blood supply of the brain are covered. Included in this class are the use of prosected human cadavers, anatomical models, and computer assisted learning software.

GH0102 - HUMAN HISTOLOGY (30/2)

Prerequisite: Admission to the college requirements or equivalent*

*as determined by the instructor(s), Department Chair(s), and/or Dean(s)

Description: This course is devoted to the study of the microscopic structure of cells, tissues and organs of the systems of the human body with emphasis on the nervous, muscular and skeletal tissues. This course is primarily concerned with the relationship between microscopic structure and function. Clinical applications are highlighted to demonstrate relevance to future clinical experiences.

PH0201 - CELL PHYSIOLOGY (15/1)

Prerequisites: GH0102 Human Histology, BN0302 Human Biochemistry

Description: This lecture course presents the fundamental functions of human cells. Topics include cell membranes and organelles, genetics, buffers, membrane transport, electrical potentials, blood coagulation, and muscle contraction.

NS0302 - NEUROSCIENCE (45/3)

Prerequisites: GA0102 General Anatomy I, GA0202 General Anatomy II

Description: This course is devoted to the study of the human nervous system. This class stresses the relationship between biochemistry, physiology, and anatomy in the study of normal nerve and muscle cells. Structure and function of the central nervous system relating to sensation and motor activity will be emphasized. The basis for clinical tests used to evaluate the nervous system will also be discussed. Clinical cases will be used to introduce the student to nerve and muscle abnormalities.

BN0203 - HUMAN BIOCHEMISTRY (45/3)

Prerequisites: Completion of a collegiate level chemistry class with lab. Organic chemistry recommended.

Description: This course examines the structure and function of the following biological macromolecules in the context of cellular integrity, dynamics and metabolism: carbohydrates, lipids, proteins and nucleic acids. The weekend biochemistry topics include enzymology, bioenergetics, catabolism, anabolism,

regulation of gene expression, biotechnology, and hormone regulation of mammalian metabolism and the pre-biotic evolution of life on earth.

PM0407 - CLINICAL MICROBIOLOGY AND IMMUNOLOGY (60/4)

Prerequisites: CPM0408 Public Health I, CPM0302 General/NMS Pathology

Description: The course is designed to convey general concepts, methods, and applications of microbiology for health sciences. The role of microorganisms in the environment and in human disease is discussed. Topics include: immunology, bacteriology, virology, and mycology; the morphology, biochemistry, and physiology of microorganisms including bacteria, viruses, and fungi; the diseases caused by these microorganisms and their treatments, and the immunologic, pathologic, and epidemiological factors associated with diseases. Laboratory portion of the course provides first hand experiences that inform, illustrate, expand, and reinforce major concepts discussed in lecture.

PH0302 - GI/GU AND ENDOCRINE PHYSIOLOGY (45/3)

Prerequisites: BN0203 Human Biochemistry, PH0201 Cell Physiology, GH0102 Human Histology, GA0102 General Anatomy I

Description: This course is devoted to the study of the endocrine system and the functions of the gastrointestinal, urinary, and reproductive systems of the human body. The course stresses the relationship between biochemistry, physiology, and anatomy of normal cells, tissues, and organs within these systems. The roles of the nervous and endocrine systems in the regulation of function of these systems are also included. The bases for clinical tests used to evaluate the function of each system are discussed. Clinical cases are used to introduce students to the abnormalities of each system.

PH0310 - CIRCULATORY AND RESPIRATORY PHYSIOLOGY (60/3)

Prerequisites: BN0203 Human Biochemistry, PH0201 Cell Physiology, GH0102 Human Histology, GA0102 General Anatomy I

Description: The course is devoted to the study of the function of the cardiac, circulatory and respiratory systems of the human body. The course stresses the relationship between biochemistry, physiology and anatomy of normal cells, tissues, and organs within these systems. The roles of the nervous and endocrine systems in the regulation of function of these systems are also included. The bases for clinical tests used to evaluate the function of each system are discussed. Clinical cases are used to introduce students to the abnormalities of each system.

CPM0302 - GENERAL AND NMS PATHOLOGY (45/3)

Prerequisites: GA0102 General Anatomy I, GA0202 General Anatomy II, NS0302 Neuroscience, GH0102 Human Histology, PH0201 Cell Physiology

Description: This course covers the basic pathology that bridges basic science and the clinical practice. It involves the investigation of the underlying causes of disease and the mechanisms of our body reaction. To understand the structural and functional changes in cells, tissues, and organs, and to understand the prognosis of disease are the goals of this class. This class also introduces etiopathogenesis and manifestations of common conditions of the neurological and musculoskeletal systems.

CPM0406 - SYSTEMIC PATHOLOGY (60/3)

Prerequisites: GA0102 General Anatomy I, GA0202 General Anatomy II, NS0302 Neuroscience,

PH0310 Circulatory and Respiratory Physiology, PH0302 Gastrointestinal & Genitourinary Physiology & Endocrinology, PH0201 Cell Physiology, GH0102 Human Histology

Co-requisites: CPM0302 General/NMS Pathology

Description: This course introduces the student to the pathological basis of systemic disease including cardiovascular, hemopoietic, respiratory, digestive, urinary, reproductive, and endocrine systems. It provides an understanding of the etiology, pathogenesis and resulting biological changes that occur in the disease process. The information learned in this class will provide the rationale for diagnosis and management.

BN0405 - BIOCHEMICAL NUTRITION (45/3)

Prerequisites: BN0203 Human Biochemistry

Description: This basic nutrition course focuses on the following aspects of human nutrition: chemistry, food sources, storage in the body, mobilization, function, daily requirements, interaction, and signs of deficiency or toxicity. Biochemical mechanisms of the action of nutrients are emphasized. Principles of nutrition, dietary reference intakes, various dietary guidelines, and nutrition facts versus fads are discussed. Correlation of nutrition with other basic and clinical sciences, and the role of nutrition in clinical practice are mentioned wherever appropriate.

CBN0601 - PHARMACOTOXICOLOGY (30/2)

Prerequisites: GA0102 General Anatomy I, GA0202 General Anatomy II, NS0302 Neuroscience, PH0310 Circulatory and Respiratory Physiology, PH0302 Gastrointestinal & Genitourinary Physiology & Endocrinology

Description: This course covers various drug groups and poisonings most likely to be encountered in the clinical practice. The pharmacodynamic and pharmacokinetic principles of drugs, pollutants, and poisons will be discussed. Available resources in relation to poisons and adverse effects of drugs will be introduced. The nature of the hazardous substances in the environment will be explained. Students will also learn the effects of drugs and poisons in altering or masking presenting symptoms in the clinical setting.

Foundations

APP1110 - ORIENTAL MEDICINE THEORY (60/4)

Prerequisite: Admission to the college requirements or equivalent*

*as determined by the instructor(s), Department Chair(s), and/or Dean(s)

Description: This course is devoted to the study of the basic philosophy and foundations of Traditional Oriental medicine. This course introduces the concepts of yin and yang theory, five element theory, vital substances (essence, qi, blood, and body fluids), zang fu organ theory, extraordinary organ theory, causes of disease, pathogenesis of yin and yang pattern disharmony, and the mechanisms of qi.

APP1210 - ORIENTAL MEDICINE DIAGNOSIS I (60/4)

Prerequisites: APP1110 Oriental Medicine Theory

Description: This course explores common diagnostic techniques in Oriental medicine. This course covers zang fu organ disharmony, eight principles, four levels, six stages, qi blood and body fluids, pathogenic factors, and three burners as diagnostic techniques.

APP1310 - ORIENTAL MEDICINE DIAGNOSIS II (45/3)

Prerequisites: APP1210 Oriental Medicine Diagnosis I

Description: This course covers the diagnostic techniques of looking, asking, touching and smelling. Included in this course is tongue and pulse diagnosis. This course combines the material of OM Theory and Diagnosis I with the use of case studies and clinical examples to make a diagnosis and develop a treatment plan.

APP105 - TAIJI/QIGONG (30/1)

Prerequisite: Admission to the college requirements or equivalent*

*as determined by the instructor(s), Department Chair(s), and/or Dean(s)

Description: This course is devoted to teaching the short form of Yang style Tai Ji Quan. Additionally, breathing exercises, Tai Ji movement, and qigong practices will be introduced. In this course the student will learn to assist their patients in maintaining health and promoting healing.

APP511 - TUINA MASSAGE (45/2)

Prerequisite: Admission to the college requirements or equivalent*

*as determined by the instructor(s), Department Chair(s), and/or Dean(s)

Description: This course teaches the Chinese physical therapy method of tui-na massage. It includes manipulation methods for treating structural and soft tissue injuries and dysfunction. Acupressure techniques for structural and soft tissue manipulation are included.

AAC1110 - ACUPUNCTURE MERIDIANS I (45/3)

Prerequisite: Admission to the college requirements or equivalent*

*as determined by the instructor(s), Department Chair(s), and/or Dean(s)

Description: This course is designed to introduce the basic concepts of acupuncture, including nomenclature and functions of acupuncture meridians and points, the distribution of meridians, and measuring methods of locating acupuncture points. Introduction to meridian theory is included. This course specifically addresses the anatomical locations, actions, and therapeutic indications of acupuncture points in the Lung, Large Intestine, Stomach, Spleen, Heart, and Small Intestine meridians.

AAC1210 - ACUPUNCTURE MERIDIANS II (45/3)

Prerequisites: GA0102 General Anatomy I, AAC1110 Acupuncture Meridians I

Description: This course continues the material of Acupuncture Meridians and Points I with the nomenclature and functions of acupuncture meridians and points, the distribution of meridians, and measuring methods of locating acupuncture points. This course specifically addresses the anatomical locations, actions, and therapeutic indications of acupuncture points in the Bladder, Kidney, Pericardium, San Jiao, Gallbladder, Liver, Ren, Du, Chong, Dai, Yin Wei, Yang Wei, Yin Qiao, and Yang Qiao meridians.

AAC1310 - ACUPUNCTURE MERIDIANS III (45/3)

Prerequisites: AAC1110 Acupuncture Meridians I, AAC1210 Acupuncture Meridians II

Description: This course introduces students to microsystems in acupuncture therapy, including extra points, scalp acupuncture, auricular acupuncture, and Master Tung acupuncture.

AAC1220 - CLINICAL TECHNIQUES I (45/2)

Prerequisites: AAC1110 Acupuncture Meridians I,

Co-requisites: AAC1210 Acupuncture Meridians II

Description: This course introduces students to actual practice of needling techniques. Students will learn basic needle design, clean needle technique, and practice needling acupuncture points under the close supervision of instructors. Students will learn reinforcing and reducing manipulations and other therapeutic methods. Students will be given an understanding of needle depth and angle of insertion, contraindications to acupuncture treatment, and beginning level acupuncture prescription.

AAC1320 - CLINICAL TECHNIQUES II (45/2)

Prerequisites: AAC1110 Acupuncture Meridians I, AAC1210 Acupuncture Meridians II, AAC1220 Clinical Techniques I

Description: As a continuation of Acupuncture Techniques I, in this course students will continue to practice needling technique under close supervision. Students will also learn other treatment methods including auricular needling, bloodletting, cupping, moxibustion, and electroacupuncture.

APP1120 - CLASSICAL FOUNDATIONS (30/2)

Prerequisite: Admission to the college requirements or equivalent*

*as determined by the instructor(s), Department Chair(s), and/or Dean(s)

Description: As the historical roots from which Chinese medicine was derived, classical Chinese medical texts must be understood in a multidisciplinary context. The purpose of this course is to provide a historical, philosophical, linguistic, anthropological, and political context for the general study of Chinese medicine, as well as the focused study of specific classical Chinese medical texts. These texts are the historically validated sources of evidence that ground modern integrative Traditional East Asian Medicine (TEAM) in an authentic historical continuum. Also included is a discussion of the role of recent concepts of biophysics and how these relate to classical Chinese medicine theory.

Herbal Medicine**AHB1110 - CHINESE HERBOLOGY I (45/3)**

Prerequisite: Admission to the college requirements or equivalent*

*as determined by the instructor(s), Department Chair(s), and/or Dean(s)

Description: This is the first in a four-course series on evidence-based Chinese herbal medicine and provides students with the necessary foundation for more advanced study later in the DACM program. After coverage of core seminal concepts such as the historical and philosophical bases of Chinese herbal medicine, the course advances to explore the relevant botany concepts, properties and safe clinical application of core medicinals in each therapeutic category. The categories covered include Herbs that Release the Exterior, Transform Phlegm and Stop Coughing, Calm the Spirit, Open the Orifices, and Extinguish Wind and Stop Tremors. Emphasis is placed on the clinical application of core substances. Students will apply core knowledge to the evaluation of clinical case studies and will choose corresponding herbs for cases.

AHB1210 - CHINESE HERBOLOGY II (45/3)

Prerequisites: AHB1110 Chinese Herbology I

Description: This is the second in a four-course series on evidence-based Chinese herbal medicine and provides students with the necessary foundation for more advanced study later in the DACM program. This course advances to explore the relevant botany concepts, properties and safe clinical application of core medicinals in each therapeutic category. The categories covered include Herbs that Clear Heat, Herbs that Drain Dampness, Aromatic herbs that Transform Dampness, Herbs that Expel Parasites, Substances for Topical Application, Substances with Unacceptable Toxicity, and Substances from Endangered Species. Students will apply core knowledge to the evaluation of clinical case studies and will choose corresponding herbs for cases.

AHB1310 - CHINESE HERBOLOGY III (45/3)

Prerequisites: AHB1110 Chinese Herbology I

Description: This is the third in a four-course series on evidence-based Chinese herbal medicine and provides students with the necessary foundation for more advanced study later in the DAOM program. After coverage of core seminal concepts such as the historical and philosophical bases of Chinese herbal medicine, the course advances to explore the relevant botany concepts, properties and safe clinical application of core Medicinals in each therapeutic category. The categories covered include Herbs that Dispel Wind Dampness, Herbs that Regulate Qi, Herbs that Regulate Blood, Downward Draining Herbs, and Herbs that Relieve Food Stagnation. Emphasis is placed on the clinical application of core substances. Students will apply core knowledge to the evaluation of clinical case studies and will choose corresponding herbs for cases.

AHB1410 - CHINESE HERBOLOGY IV (45/3)

Prerequisites: AHB1110 Chinese Herbology I

Description: Continuing this series of classes, this course introduces students to the history, basic philosophy, and foundation of Chinese herbs and formulas. This course includes methods of herb classification, acquisition of herbs, herbal preparation, and herbal combining. The student will learn the different herbal categories and the herbs within that category including taste, properties, channels affected, dosage, actions and indications, and cautions and contraindications. This course will cover herbs that warm the exterior and dispel cold, tonifying herbs, and herbs that stabilize and bind.

AHB1620 - HERBAL TOXICOLOGY AND DRUG-HERB INTERACTIONS (15/1)

Prerequisites: AHB1110 Chinese Herbology I, AHB1210 Chinese Herbology II, AHB1310 Chinese Herbology III, AHB1410 Chinese Herbology IV

Co-requisites: CBN0601 Pharmacotoxicology

Description: This course focuses on the essential elements of drug-herb interaction, specifically how to determine expected actions of pharmaceuticals and understand how herbal prescriptions interact with pharmaceuticals.

AHB1510 - CHINESE HERBAL PRESCRIPTIONS I (45/3)

Prerequisites: AHB1110 Chinese Herbology I, AHB1210 Chinese Herbology II, AHB1310 Chinese Herbology III, AHB1410 Chinese Herbology IV

Description: This course teaches the ingredients, preparations, actions, indications, analysis, cautions and contraindication, and modification of herbal formulas. This course will cover formulas that release

the exterior, formulas that clear heat, formulas that drain downward, formulas that harmonize, formulas that treat dryness, and formulas that expel dampness.

AHB1610 - CHINESE HERBAL PRESCRIPTIONS II (45/3)

Prerequisites: AHB1110 Chinese Herbology I, AHB1210 Chinese Herbology II, AHB1310 Chinese Herbology III, AHB1410 Chinese Herbology IV

Description: Continuing the Prescriptions series, this course teaches the ingredients, preparations, actions, indications, analysis, cautions and contraindication, and modification of herbal formulas. This course will cover formulas for the warm interior cold, formulas that tonify, formulas that regulate qi, formulas that invigorate blood, formulas that stop bleeding, and formulas that stabilize and bind.

AHB1710 - CHINESE HERBAL PRESCRIPTIONS III (45/3)

Prerequisites: AHB1110 Chinese Herbology I, AHB1210 Chinese Herbology II, AHB1310 Chinese Herbology III, AHB1410 Chinese Herbology IV

Description: Continuing the Prescriptions series, this course teaches the ingredients, preparations, actions, indications, analysis, cautions and contraindication, and modification of herbal formulas. This course will cover formulas that calm the spirit, formulas that expel wind, formulas that open the orifices, formulas that treat phlegm, formulas that reduce food stagnation, and formulas that expel parasites.

AHB1720 - SHANG HAN LUN (30/2)

Prerequisites: AHB1110 Chinese Herbology I, AHB1210 Chinese Herbology II, AHB1310 Chinese Herbology III, AHB1410 Chinese Herbology IV, APP1120 Classical Foundations

Description: In this course students will study Zhong-Jing's classic medical text *Shang Han Lun* (Febrile Diseases Due to Invasion of Cold) with special emphasis on herbal medicine. Students will learn to differentiate exogenous diseases and syndromes according to the theory of the six meridians and the subsequent determination of treatment with emphasis on Chinese herbal prescriptions discussed in the text.

AHB1910 - JIN GUI YAO LUE (30/2)

Prerequisites: AHB1110 Chinese Herbology I, AHB1210 Chinese Herbology II, AHB1310 Chinese Herbology III, AHB1410 Chinese Herbology IV, APP1120 Classical Foundations

Description: This course explores the main theoretical concepts and herbal prescriptions of *Jin Gui Yao Lue* (Essential Prescriptions of the Golden Cabinet) as they apply to clinical use. Students will learn differential diagnosis of disease, herbal prescription writing and modification. Case studies and clinical experience will be used to demonstrate clinical applicability.

AHB1810 - WEN BING XUE (30/2)

Prerequisites: AHB1110 Chinese Herbology I, AHB1210 Chinese Herbology II, AHB1310 Chinese Herbology III, AHB1410 Chinese Herbology IV, APP1120 Classical Foundations

Description: In this course students learn the classic theories and differentiations of acute febrile diseases as discussed in the *Wen Bing* (Warm Febrile Diseases) utilizing the theory of wei, qi, ying, and xue to analyze pathogenesis and differentiate syndromes. Students will learn to identify the transmission and transformation of febrile diseases and thus determine appropriate treatment plans.

AHB1711 – OM Nutrition/Diet (45/3)

Prerequisites: Materia Medica I, II & III, OM Theories I

Description: This course will introduce the integration of herbal medicine into food therapy and relate the Oriental Medicine Theory by applying the criteria of the ancient adage “prevention is more important than cure.” This course will introduce the knowledge on medicinal herbs and learn the connection between various ailments and the food intake. The basic theory of this course is to understand the methods of using medicinal herbs together with daily diet to nourish, adjust, and regulate the body according to the seasonal changes and internal patterns to prevent common ailments.

Clinical Medicine

DX0310 - INTRODUCTORY PHYSICAL EXAM SKILLS (960/4)

Prerequisites: NS0302 Neuroscience, GA0102 General Anatomy I, GA0202 General Anatomy II

Description: This course is a clinical skills course emphasizing examination of the human body. The student will learn to select examination procedures that correlate with a patient’s history, perform those procedures, use appropriate physical exam techniques, and integrate findings with the patient’s historical data.

AAC1510 - ACUPUNCTURE ORTHOPEDICS (45/3)

Prerequisites: GA0102 General Anatomy I, GA0202 General Anatomy II

Description: This is a clinical skills course emphasizing neurological and musculoskeletal examination, diagnosis and treatment. Students learn the essentials of neurological and musculoskeletal examinations and the principles of differential diagnosis. Students learn to select examination procedures that correlate with a patient’s history, to perform those procedures, to integrate findings with historical data, and to document relevant clinical findings. Students learn to use acupuncture and Chinese herbal preparations to treat neurological and musculoskeletal injuries and complaints.

XR0515- DIAGNOSTIC IMAGING BASED ANATOMY (60/3)

Prerequisites: GA0102 General Anatomy I

Description: This course encompasses the fundamental diagnostic imaging related issues to the AOM practitioner. Diagnostic imaging appearances of normal and common clinical condition are presented with discussion on appropriate selection of imaging modalities and interpretation of professional diagnostic imaging reports.

CDX0601 - CLINICAL LABORATORY ANALYSIS (30/2)

Prerequisites: GA0102 General Anatomy I, GA0202 General Anatomy II, PH0310 Circulatory and Respiratory Physiology, PH0302 Gastrointestinal & Genitourinary Physiology & Endocrinology, PH0201 Cell Physiology, CPM0406 Systemic Pathology

Description: This course develops a basic understanding of clinical laboratory procedures and normal/abnormal values. Students will learn how to determine appropriate lab tests to order to assist in determining a clinical diagnosis, how to interpret lab findings and how to recognize the need for referral to other healthcare practitioners.

AAC1410 - ACUPUNCTURE PRESCRIPTIONS (45/3)

Prerequisites: AAC1110 Acupuncture Meridians I, AAC1210 Acupuncture Meridians II, AAC1310 Acupuncture Meridians III, APP1110 Oriental Medicine Theory, APP1210 Oriental Medicine Diagnosis I, APP1310 Oriental Medicine Diagnosis II

Description: This course explores the clinical aspect of acupuncture therapy in diseases or syndromes as discussed in Chinese *Acupuncture and Moxibustion*. These include dermatology, gynecology, pediatrics, ophthalmology, orthopedics, internal medicine, geriatrics, family medicine, traumatology, and emergency care. Students will learn differential diagnosis, how to recognize the clinical symptoms of disease, develop a treatment plan, and choose acupuncture points for treatment.

DX0613 - DIFFERENTIAL DIAGNOSIS I (60/4)

Prerequisites: AAC1510 Acupuncture Orthopedics

Co-requisites: CDX0601 Clinical Laboratory Analysis

Description: This course is designed to develop the reasoning (problem solving) skills of students as it relates to the diagnosis of neuromusculoskeletal (NMS) clinical problems encountered in the medical practice. Emphasis is placed on the proper use of diagnostic procedures (protocols) in the collection and interpretation of clinical data and in the testing of diagnostic hypotheses.

DX0708 - DIFFERENTIAL DIAGNOSIS II (60/4)

Prerequisites: DX0613 Differential Diagnosis I, CDX0601 Clinical Laboratory Analysis, CPM0406 Systemic Pathology

Description: This course is designed to develop clinical reasoning and problem solving skills as it relates to the diagnosis of clinical problems. Emphasis is placed upon the diagnosis of internal/visceral disorders. The course strategy is to teach students to solve clinical problems using various diagnostic methods necessary to test diagnostic hypotheses including physical exam, radiological, laboratory and other specified specialized procedures.

ADX1710 - INTEGRATED CLINICAL MEDICINE I (45/3)

Prerequisites: CPM0406 Systemic Pathology, APP1210 Oriental Medicine Diagnosis I, APP1310 Oriental Medicine Diagnosis II

Description: This course covers internal medicine from an integrated perspective. Students will learn to recognize signs and symptoms from an OM perspective; make differential diagnosis in both Oriental and Western medical conditions, and develop a treatment plan including acupuncture, herbal prescriptions, lab and diagnostic imaging, and appropriate referrals.

ADX1810 - INTEGRATED CLINICAL MEDICINE II (45/3)

Prerequisites: CPM0406 Systemic Pathology, APP1210 Oriental Medicine Diagnosis I, APP1310 Oriental Medicine Diagnosis II

Description: Continuing the Integrated Clinical Medicine series, this course covers internal medicine from an integrated perspective. Students will learn to recognize signs and symptoms from an OM perspective; make differential diagnosis in both Oriental and Western medical conditions, and develop a treatment plan including acupuncture, herbal prescriptions, lab and diagnostic imaging, and appropriate referrals.

ADX1910 - INTEGRATED CLINICAL MEDICINE III (45/3)

Prerequisites: CPM0406 Systemic Pathology, APP1210 Oriental Medicine Diagnosis I, APP1310 Oriental Medicine Diagnosis II

Description: Continuing the Integrated Clinical Medicine series, this course covers internal medicine from an integrated perspective. Students will learn to recognize signs and symptoms from an OM perspective; make differential diagnosis in both Oriental and Western medical conditions, and develop a treatment plan including acupuncture, herbal prescriptions, lab and diagnostic imaging, and appropriate referrals.

APP1620 - INTEGRATED GYNECOLOGY (60/4)

Prerequisites: CPM0406 Systemic Pathology, APP1210 Oriental Medicine Diagnosis I, APP1310 Oriental Medicine Diagnosis II

Description: In this course students will learn differential diagnosis of common gynecological complaints and fertility issues. Students will learn to correlate OM patterns of disharmony with common Western diagnoses and develop treatment plans including acupuncture, Chinese herbal applications, Lab and diagnostic imaging, interprofessional consultations, and referrals.

APP1510 - HUANG DI NEI JING (30/2)

Prerequisites: AAC1110 Acupuncture Meridians I, AAC1210 Acupuncture Meridians II, AAC1310 Acupuncture Meridians III, APP1110 Oriental Medicine Theory, APP1210 Oriental Medicine Diagnosis I, APP1310 Oriental Medicine Diagnosis II, APP1120 Classical Foundations

Description:

In this course students will first briefly study the historical and philosophical background of the text. The bulk of the course will focus on reading and interpreting key passages of the text. Throughout the study of the textual passages, emphasis will be placed on how these ancient concepts are applied in the modern medical setting.

APP1610 - CLASSICS OF ACUPUNCTURE (30/2)

Prerequisites: AAC1110 Acupuncture Meridians I, AAC1210 Acupuncture Meridians II, AAC1310 Acupuncture Meridians III, APP1110 Oriental Medicine Theory, APP1210 Oriental Medicine Diagnosis I, APP1310 Oriental Medicine Diagnosis II, APP1120 Classical Foundations

Description: In this course students explore the *Nan Jing* and other classical texts devoted to the practice of acupuncture and moxibustion. Students will incorporate previously acquired clinical references, make diagnoses, and provide a modern treatment plan based on classical treatment theories.

ADX1820 - OM PSYCHIATRY AND COUNSELING (30/2)

Prerequisites: APP1110 Oriental Medicine Theory, APP1210 Oriental Medicine Diagnosis I, APP1310 Oriental Medicine Diagnosis II

Description: In this course students will correlate OM pathological processes to psychological and personality disorders. Students will learn treatment of psychological conditions through the application of counseling skills, acupuncture and Chinese herbal formulas, as well as consideration of drug-herb interactions in patients using psychotropic pharmaceuticals. Special considerations, red flags, and referrals are also included.

ADX1010 - ADVANCED CASE STUDIES (30/2)

Prerequisites: ADX1710 Integrated Clinical Medicine I, ADX1810 Integrated Clinical Medicine II, ADX1910 Integrated Clinical Medicine III, ACL1910 Intermediate Clinical Practice II

Description: In this course students will share clinical experiences and collaborate on patient care. Advanced cases from clinical history will be discussed. Students will learn management skills for very complex cases, unusual modifications for herbal formulas and how to develop a treatment plan for a very complex case that involves integrated healthcare.

CDX0707 - EMERGENCY PROCEDURES (45/2)

Prerequisites: CPM0406 Systemic Pathology, ADX0310 Introduction to Physical Examination Lab, NS0302 Neuroscience, CPM0302 General/NMS Pathology

Description: This course prepares students for common medical emergencies that may be encountered in the pre-hospital setting. It includes practical skills and training in the care and recognition of cardiac, respiratory, and other medical emergencies and trauma. It requires competence in basic life support, bandaging, splinting, and other emergency techniques. Cardiopulmonary resuscitation certification is included.

Principles and Practice

CBS0106 - HISTORY OF HEALTHCARE (15/1)

Prerequisite: Admission to the college requirements or equivalent*

*as determined by the instructor(s), Department Chair(s), and/or Dean(s)

Description: This course explores an abbreviated history of acupuncture and Oriental medicine, chiropractic, modern Western medicine, Ayurveda, naturopathy, and homeopathy. This course compares and contrasts the core philosophy and treatment methods adopted by these systems. Further, it provides a timeline of their origin and growth along with the major contributors to these systems. This course also prepares students of different medical disciplines for an educational course of study that enables them to learn together, understand multiple disciplines, and actively develop patient treatment plans in a multi-disciplinary setting.

CBS0201- HISTORY TAKING (30/2)

Prerequisite: Admission to the college requirements or equivalent*

*as determined by the instructor(s), Department Chair(s), and/or Dean(s)

Description: This course introduces the student to the components of the initial patient interview with emphasis on effective verbal and written communication, development of appropriate interpersonal skills and establishing the doctor-patient relationship.

CPM0409 - PUBLIC HEALTH (45/3)

45 hours / 3 units

Prerequisites: admission to the college requirements or equivalent*

*as determined by the instructor(s), Department Chair(s), and/or Dean(s)

Description: This course will introduce students to the field of public and community health. Students will learn about the methods used to determine the health care needs of a community and how these can be addressed by the combined effort of various health care workers, public health

educators and private entities. There will be a focus on major current public health issues and the prevention of significant causes of mortality and morbidity.

CRE0201 - RESEARCH AND EVIDENCE-BASED HEALTHCARE (30/2)

Prerequisites: admission to the college requirements or equivalent*

*as determined by the instructor(s), Department Chair(s), and/or Dean(s)

Description: This course is designed to develop students' practical skills in clinical problem solving by reading and appraising published health sciences literature for its validity and clinical applicability. The course will introduce the students to the application of key concepts in clinical epidemiology, clinical study design, and biostatistics. The goal of this course is to develop the essential knowledge, skills, and attitudes necessary to practice evidence-based medicine.

CRE0501 - EVIDENCE-BASED PRACTICE (30/2)

Prerequisites: *as determined by the instructor(s), Department Chair(s), and/or Dean(s)

Description: In this course students will further explore evidence-based research, including research study development, preliminary grant writing skills, data extrapolation, and publishing completed study data. Students will become familiar with the peer review process in this course. Students will write case studies from their clinical experience for publication.

CBS0108 - INTRODUCTION TO ETHICS AND PROFESSIONAL BEHAVIOR (15/1)

Prerequisites: admission to the college requirements or equivalent*

*as determined by the instructor(s), Department Chair(s), and/or Dean(s)

Description: This course introduces students to the fundamental concepts of ethics in a health care education environment. The purpose of the course is to increase the awareness of ethics as a student in a health care profession. It is designed to enable the student professional-in-training to develop a baseline for the skills necessary for the successful interpersonal patient/colleague relations. It assists the student in resolving ethical dilemmas by applying problem solving techniques.

PP0712 - ETHICS IN CAM (15/1)

Prerequisites: CBS0108 Introduction to Ethics and Professional Behavior

Co-requisites: None

Description: This course will increase awareness of ethics in the acupuncture and Oriental medicine practices. Students will discuss the laws and regulations governing licensed acupuncturists in California as well as an overview of national regulations. Students will learn to resolve ethical dilemmas by applying problem solving techniques.

PP0702 - PRACTICE MANAGEMENT: RISK MANAGEMENT (15/1)

Prerequisite: Admission to the college requirements or equivalent*

*as determined by the instructor(s), Department Chair(s), and/or Dean(s)

Description: This course is designed to teach the management skills required to minimize legal liability in practice. The focus of this course is on medicolegal issues including, but not limited to patient documentation, doctor liability, legal obligations and responsibilities, and malpractice. Strategies for sending and receiving inter and intraprofessional collaborative care and referrals are presented.

CL0817 - PRACTICE MANAGEMENT: CODING AND BILLING (30/2)

Corequisite: PP0801 Practice Management: Practice Development **Prerequisites:** PP0702 Practice Management: Risk Management, APP1520 AOM Jurisprudence

Description: This course assists students in learning the fundamental aspects of insurance, collections, patient management including report of findings, and practice organizational skills as required by the newly licensed Doctor of Chiropractic or Doctor of Oriental Medicine preparing for work in a private practice setting. The focus will be on managing insurance, medicolegal claims, and business preparations.

PP0801 - PRACTICE MANAGEMENT: PRACTICE DEVELOPMENT (15/1)

Corequisite: CL0817 Practice Management: Coding and Billing, **Prerequisites:** PP0702 Practice Management: Risk Management, APP1520 AOM Jurisprudence

Description: This course introduces students to the processes involved in preparing to open a medical practice. These include, but are not limited to analyzing locations and area demographics, creating an organized practice plan, selecting furnishings and equipment, developing various financial accounting systems, networking with other healthcare providers, communicating with patients, and developing an internal marketing plan. Also covered are the options of associate positions and purchasing an established practice.

APP1520 - AOM JURISPRUDENCE (15/1)

Prerequisite: Admission to the college requirements or equivalent*

*as determined by the instructor(s), Department Chair(s), and/or Dean(s)

Description: This course covers the laws and regulation of acupuncture practice in California, the process of national certification and explores the variations of licensure outside of California. Students will discuss how to acquire and maintain a license to practice as well as exploring potential causes for disciplinary action.

Clinical Education**ACL1210, ACL1310, ACL1410 - OBSERVATION (150/6)**

Prerequisites: APP1110 Oriental Medicine Theory

Description: Students will observe licensed practitioners and learn to take a patient history, write patient care plans and medical documentation. Initial tongue and pulse assessment is included as well as assisting in non-needling treatment modalities such as cupping and moxibustion.

ACL1510, ACL1610, ACL1710 - GUIDED PRACTICE (300/10)

Prerequisites: ACL1410 Clinical Observation III, AID1410 Acupuncture Comprehensive Exam ID

Description: Under the guidance of clinic faculty, interns will interview patients, perform appropriate physical assessments, make a differential diagnosis and determine a treatment course that will include acupuncture and other treatment modalities, herbal prescriptions, biomedical diagnosis, lab and diagnostic images, and appropriate referrals where necessary.

ACL1810, ACL1910 - INTERMEDIATE PRACTICE (300/10)

Prerequisites: ACL1710 Guided Clinical Practice III, AID1710 Acupuncture Comprehensive Exam IID

Description: Under the guidance of clinic faculty, interns will interview patients, perform appropriate physical assessments, make a differential diagnosis and determine a treatment course that will include acupuncture and other treatment modalities, herbal prescriptions, biomedical diagnosis, lab and diagnostic images, and appropriate referrals where necessary.

ACL1010 - ADVANCED PRACTICE (300/10)

Prerequisites: ACL1910 Intermediate Clinical Practice II

Description: Under the guidance of clinic faculty, interns will interview patients, perform appropriate physical assessments, make a differential diagnosis and determine a treatment course that will include acupuncture and other treatment modalities, herbal prescriptions, biomedical diagnosis, lab and diagnostic images, and appropriate referrals where necessary. A portion of this segment of clinical education may take place off campus at approved integrative healthcare facilities that correspond to the intern's chosen specialty concentration track.

Acupuncture Competency Exams

AID1410 - ACUPUNCTURE COMPETENCY EXAM ID (0/0)

Prerequisites: Successful completion of trimesters 1-3

Description: At the beginning of the second year, students will take a comprehensive multiple choice written exam covering the material taught in the first year of the program and a practical exam including taking a patient history, performing a physical exam, herb identification, tongue diagnosis, and other skills as determined by the Clinical Director and Dean.

AID1710 - ACUPUNCTURE COMPETENCY EXAM IID (0/0)

Prerequisites: AID1410 Acupuncture Comprehensive Exam ID, successful completion of trimesters 1-6

Description: At the beginning of the third year, students will take a comprehensive multiple choice written exam covering the material taught in the first two years of the program, and a practical exam including orthopedic exam, patient assessment and treatment, OSHA/CNT required techniques, formula identification, and other skills as determined by the Clinical Director and Dean.

AID1910 - ACUPUNCTURE COMPETENCY EXAM IIID (0/0)

Prerequisites: AID1710 Acupuncture Comprehensive Exam IID, successful completion of trimesters 1-8

Description: Prior to graduation, students will take a comprehensive multiple choice written exam covering all the material taught in the program, and a practical exam including advanced patient assessment, diagnosis, and treatment plan, formula prescription, microsystems, alternative treatment modalities, and other skills as determined by the Clinical Director and Dean.

Capstone

APP1710 - CAPSTONE I (30/2)

Prerequisites: CRE0201 Research and Evidence-Based Healthcare, CRE0501 Evidence-Based Practice

Description: In this course students will be introduced to the five chapter research paper writing format. Students will learn fundamentals of research writing and publication, and begin the process of writing their capstone papers.

APP1810 - CAPSTONE II (30/2)

Prerequisites: APP1710 Capstone I

Description: In this course students will build on the information learned in Capstone I and incorporate advanced research study writing and development, advanced writing techniques, editing, and interpretations of gathered data. Students will continue in the process of writing their capstone papers, including submitting portions to their capstone advisor for evaluation.

Concentration Tracks

At the end of the first year of study, students will choose a concentration track in which they will take at least 150 hours of didactic education. Students will then spend up to 180 hours of their advanced clinical practice in an integrative clinical setting focused on their chosen area of study. The concentration selective options are: orthopedics, reproductive medicine, healthy aging, and nutrition. The following describe the classes included in each concentration track.

Orthopedics Concentration*

DX0407 - CLINICAL ORTHOPEDIC AND NEUROLOGICAL ASSESSMENT I (60/3)

Prerequisites: DX0310, DX0320L Introductory Physical Examination Skills, CPM0302 General/NMS Pathology

Description: This course introduces the student to the etiology, pathogenesis, and morphological changes of diseases of the neuromuscular system. It is designed to enable the student to develop knowledge and skills necessary for the diagnosis of significant conditions. These include disorders affecting neuromuscular components of the lumbar spine, pelvis, and lower extremities.

DX0507 - CLINICAL ORTHOPEDIC AND NEUROLOGICAL ASSESSMENT II (60/3)

Prerequisites: DX0310, DX0320L Introductory Physical Examination Skills, DX0407 Clinical Orthopedic & Neurological Assessment I

Description: This course is designed to enable students to develop behaviors, knowledge, and skills necessary for the diagnosis and management of selected significant neuromuscular conditions affecting the head, neck, thorax, and upper extremities. Additionally, the psychosocial aspects of patient care will be considered.

ADX1930 - ADVANCED ACUPUNCTURE ORTHOPEDICS (45/3)

Prerequisites: AAC1510 Acupuncture Orthopedics

Description: In this course students will build on the knowledge gained in Acupuncture Orthopedics and combine the knowledge gained in the CONA series to diagnose neuromuscular conditions, make necessary referrals, and provide treatment using acupuncture, Chinese herbal formulas, and other treatment modalities, including the use of salves and ointments for topical application.

*In addition to these classes, students will take Spinal Anatomy and Anatomy of the Extremities

Reproductive Medicine Concentration

APP1630 - ANDROLOGY (45/3)

Prerequisites: GA0102 General Anatomy I, GA0202 General Anatomy II, PH0302 GI GU and Endocrine Physiology, PH0310 Circulatory & Respiratory Physiology, CPM0302 General Pathology, CPM0406 Systemic Pathology AAC1110 Acupuncture Meridians I, AAC1210 Acupuncture Meridians II, AAC1310 Acupuncture Meridians III, APP1110 Oriental Medicine Theory, APP1210 Oriental Medicine Diagnosis I, APP1310 Oriental Medicine Diagnosis II

Description: In this course students will review male sexual anatomy and physiology as well as diseases and pathologies of male sexuality. Diagnosis and treatment from both a Western and Eastern perspective will be included. The male aspects of infertility difficulties will be included in this course.

ADX1730 - ASSISTED REPRODUCTIVE TECHNOLOGIES (45/3)

Prerequisites: GA0102 General Anatomy I, GA0202 General Anatomy II, GA0302 General Anatomy III, PH0302 GI GU and Endocrine Physiology, PH0310 Circulatory & Respiratory Physiology, CPM0302 General Pathology, CPM0406 Systemic Pathology

Description: In this course students will learn the current reproductive medical technologies that will be used by their patients. The bioethics of assistive reproductive technology will also be discussed.

ADX1840 - INTEGRATED REPRODUCTIVE MEDICINE (60/4)

Prerequisites: CPM0406 Systemic Pathology, APP1630 Andrology, ADX1730 Assisted Reproductive Technologies

Description: In this course students will combine the knowledge gained in Integrated Gynecology, Andrology, and Assisted Reproductive Technologies in order to assess, diagnose, refer, and treat patients experiencing fertility difficulties. Students will learn how OM treatment principles can be integrated with modern reproductive technology to increase efficacy and how OM clinicians may work collaboratively with physicians treating fertility patients.

Healthy Aging Concentration

ADX1610 - LIFE CYCLES (30/2)

Prerequisites: CPM0406 Systemic Pathology

Description: In this course students review human life cycles from birth to natural death, developmental and nutritional needs, and the process of aging. Students will discuss the aspects of treating patients from infancy through adolescence, adulthood, and the elderly.

ADX1720 - BASICS OF ONCOLOGY (30/2)

Prerequisites: CPM0406 Systemic Pathology

Description: This course focuses on cancer development and treatments currently applied in biomedical settings. Students will learn a variety of cancers, their causes and pathophysiology, and will explore surgical, chemical, and radiological treatment options. Students will incorporate OM theories and treatment principles, including herbal therapies for the support of patients with cancer.

ADX1830 - DISEASES OF AGING (45/3)

Prerequisites: CPM0406 Systemic Pathology

Description: In this course students will cover the expected diseases of aging, including internal and orthopedic diseases. Students will review pathologies and biomedical treatment options as well as integrating OM theories and treatment principles. Students will discuss pharmacological, herbal, and nutritional treatment options and how these options may be integrated.

ADX1920 - SUCCESSFUL AGING (45/3)

Prerequisites: CPM0406 Systemic Pathology

Description: The final course in this concentration series, students will learn how to assist their patients in aging with intent to avoid or minimize cancers and other diseases of aging. Primary focus will be on mental and physical activities and nutritional efforts to avoid disease. Students will discuss how to incorporate these activities and lifestyle choices in youth to aid successful aging.

Nutrition Concentration

BNO510 CLINICAL NUTRITION

Prerequisites: Biochemical Nutrition or equivalent*

*as determined by the instructor(s), Department Chair(s), and/or Dean(s)

Course Description: This course is devoted to the diagnosis of nutrition related illnesses and the integration of nutritional protocols in the treatment of clinical conditions. Students learn to use nutritional assessment in clinical practice. Emphasis is placed on the specific conditions most frequently encountered by the Healthcare Practitioner. Prevention and dietary management for care will be discussed. Course instruction includes lectures, guest presentations, case presentations and discussion, as well as independent and team based learning exercises.

SEL0917 INTRODUCTION TO FUNCTIONAL MEDICINE AND BLOOD CHEMISTRY ANALYSIS

Co-requisites: BN0510 Clinical Nutrition, CDX0601 Clinical Lab Diagnosis

Course Description: Introduction to Functional Medicine principles and philosophy. Overview of FM mapping of patient history, physical exam findings and questionnaire assessments. Foundational to FM is laboratory evaluations beginning with blood chemistry. Blood Chemistry is part of the physical exam and which tests that should be ran for which patients will be covered. Introduction to functional blood chemistry analysis includes the CBC with differential patterns such as anemia and immune dysfunction. The comprehensive metabolic panel begins with a detailed discussion of insulin resistance and metabolic syndrome.

SEL0924 FUNCTIONAL BLOOD CHEMISTRY II WITH MULTIPLE CASE STUDIES. INFLAMMATION AS THE CHRONIC DISEASE. METHYLATION AND EPIGENETICS

Prerequisites: SEL0917 Introduction to Functional Medicine and Blood Chemistry Analysis

Course Description: This course will continue to develop critical blood chemistry interpretation skills through case studies and workshops. The foundation of inflammation will be explored including key inflammatory players such as cytokines and interleukins and the role they play in genetic and immune activation. The functional influences on inflammation and the consequences of long-term immune/inflammatory activation will be explored, including cardiovascular, neurologic, autoimmune and

musculoskeletal effects. The important Methylation biochemical pathway will be used as an introduction to epigenetic influences on disease as well as diet, nutritional and lifestyle modification used to attenuate potential adverse outcomes.

SEL0925 FUNCTIONAL BLOOD CHEMISTRY III: FUNCTIONAL GASTROENTEROLOGY: THE GUT-BRAIN-IMMUNE-ENDOCRINE CONNECTIONS.

Prerequisites: SEL0917 Introduction to Functional Medicine and Blood Chemistry Analysis

Course Description: This course will delve deep into the microbiome of the gut and explore the connection of gut function and overall health. The gut's influence on brain function, immune activation, metabolic and endocrine balance will be explored. Increased intestinal permeability (IIP) will be highlighted. The student will learn how to assess IIP with functional laboratory tests including stool and organic acids, as well as physical exam and patient questionnaires. Treatment of IIP will incorporate a comprehensive gut-restoration program which will include diet, lifestyle, and autonomic, nutritional and non-pharmacological approaches. Natural treatments of common GI ailments such as heartburn, ulcers, IBS, IBD, malabsorption and dysbiosis will be covered to give the student a comprehensive armament of tools for the widespread functional GI disorders likely to be seen in clinical practice.

SEL0929 FUNCTIONAL BLOOD CHEMISTRY IV: ENDOCRINE EVALUATION AND RESTORATION: ENDOCRINE AND NEUROENDOCRINE REGULATION; HYPOTHALAMUS-PITUITARY-THYROID.

Prerequisites: SEL0917 Introduction to Functional Medicine and Blood Chemistry Analysis

Course Description: This class will serve as an Introduction to the core principles of functional endocrinology with an emphasis on the hypothalamus-pituitary-adrenal-thyroid axis. Students will learn fundamentals of neuro-endocrine feedback such as hypothalamic and pituitary regulation of hormones. Basics of human endocrinology will also be covered including a review of types of hormones, their receptors and expected cellular response. Key aspects of functional endocrinology will be covered including production, transport, sensitivity, biotransformation and elimination of hormones. Functional laboratory assessments will be discussed including saliva, blood and urine measurements, their limitations and applications. Specific hormonal areas to be covered include parathyroid, sympathetic nervous system, adrenals and thyroid. Emphasis will be placed on understanding the physiology behind functional endocrine disorders such as general adaptation syndrome, adrenal fatigue, thyroid disorders and autoimmunity. Diagnosis and treatment of hormonal

SEL0930 MODULE 5: ENDOCRINE EVALUATION AND RESTORATION: MALE/FEMALE HORMONES; HORMONAL REGULATION OF METABOLISM; PRECONCEPTION PLANNING AND THE EPIGENETIC FETAL ORIGINS OF HEALTH AND DISEASE.

Prerequisites: SEL0917 Introduction to Functional Medicine and Blood Chemistry Analysis

Course Description: This class will continue with functional endocrinology in the context of reproductive hormones. The male and female sex hormones will be explored in the functional endocrinology context of production, transport, receptor sensitivity, cellular response and biotransformation/elimination. Topics to be covered include PCOS, insulin resistance and metabolism, breast and uterine health, prostate health, low testosterone and menopause. Hormone restoration rather than replacement will be emphasized in the context of functional medicine treatments.

The blossoming and very important field of the Developmental Origins of Health and Disease will be discussed. The latest findings will be offered of how life-long illnesses begin in the womb, including autism, heart disease, psychological disorders and more. The epigenetic factors and potential therapeutic interventions will also be discussed which include dietary, lifestyle and nutraceutical modifications.

SEL0935 MODULE 6: ADVANCED LABORATORY EVALUATIONS - NUTRIENT STATUS EVALUATIONS; AMINO ACIDS AND ORGANIC ACIDS. BIOLOGICAL EFFECTS OF POLLUTANTS AND DETOXIFICATION STRATEGIES. CONNECTING THE DOTS – APPLYING FUNCTIONAL MEDICINE IN THE REAL WORLD.

Prerequisites: SEL0917 Introduction to Functional Medicine and Blood Chemistry Analysis

Course Description: Module 6 will bring in more advanced laboratory evaluations to aid in clinical evaluation. Amino acids, organic acids and neurotransmitter testing will be covered, which allow a more in-depth look at the individual biochemistry of each patient. Biotransformation and detoxification will be covered emphasizing the unique individual variances in detoxification ability that each person has, what the consequences may be of those variances, and how to support proper biotransformation and elimination through diet, lifestyle and nutritional therapies. It is extremely important that in this modern world of unparalleled chemical, electromagnetic and stress pollution, that this be addressed fully in each patient.

Finally, practical real-world tips on how to implement functional medicine into practice will be offered by faculty with years of experience with functional medicine. Case based learning will be utilized to emphasize the real-world of the practice of functional medicine. The emphasis will not be on “getting the right diagnosis” so much as ensuring a comprehensive and logical thought process is in place in the evaluation of individual cases. Discussion will include the limitations and challenges that functional medicine practitioners face in the current healthcare landscape. Practice management will be addressed as poor office procedures may impede even the most astute practitioner and their desire to help those in need.

Institute of Science (IoS) Program, Description, and Course Listings

Description

The Institute of Science is a weekend college science curriculum that cultivates critical thinking and scientific reasoning. The program is designed to keep classes small and intimate in order to create a collaborative learning dynamic among students and faculty. It also naturally maintains a high level of attention and interaction.

Class Schedule

Students attend class **Friday and Saturday** for eight consecutive weekend days per subject (four consecutive weekends per course).

Spring 2014			April 4 - May 3* General Chemistry I
Summer 2014	May 16 - June 7 General Chemistry II	June 20 - July 19** Biology I Organic Chemistry I A & P I	August 1 - August 23 Biology II Organic Chemistry II A & P II
Fall 2014	Sept 5 - Sept 27 Biology I General Chemistry I Biochemistry	Oct 10 - Nov 1 Biology II General Chemistry II	Nov 14 - Dec 13*** A & P I Biochemistry Physics I
Spring 2015	Jan 9 - Jan 31 A & P II Biology I Physics II	Feb 13 - March 7 Microbiology Biology II	March 20 - April 18**** Physics I A&P I
Summer 2015	May 8 - May 30 Physics II A & P II	June 12 - July 11***** General Chemistry I Microbiology	July 24 - August 15 General Chemistry II Physics I
Fall 2015	Sept 4 - Sept 26 Organic Chemistry I Physics II	Oct 9 - Oct 31 Organic Chemistry II General Chemistry I	Nov 13 - Dec 12***** Biochemistry General Chemistry II
Spring 2016	January Integrative Health Organic Chemistry I	February Human Genetics Organic Chemistry II	March Biological Psychology Biochemistry

COURSE DESCRIPTIONS

Course Code: BIO101M

Course Title: Biology I (4 units)

Course Description: This course is a comprehensive examination of the human organism. It begins with a survey of the principles and structures characteristic of all living things. The remainder of the biology course focuses on molecular biology, biochemistry, cell biology, histology, and genetics.

Course Code: BIO102M

Course Title: Biology II (4 units)

Course Description: Prerequisite: Biology 1 or equivalent. Biology 2 course continues with a comprehensive examination of the human organism. It focuses on histology, anatomy, and physiology of the major organ systems found in the human body. Nutrition and evolution are also discussed. Students gain an understanding of the structure and function of the human body on a variety of complex levels.

Course Code: CHEM101M

Course Title: General Chemistry I (4 units)

Course Description: Within this course, students become conversant with the scientific vernacular, chemical symbols and notation. Students will manipulate mathematical equations in order to appreciate the quantitative nature of atomic interactions. States of matter will be categorized. The Periodic Table of the Elements will be studied to illustrate chemical periodicity and bonding. The gas laws will be introduced in order to understand statistical handling of large populations of atoms and molecules. The laws of thermodynamics will be introduced, including the concepts of enthalpy and entropy.

Course Code: CHEM102M

Course Title: General Chemistry II (4 units)

Course Description: Prerequisite: General Chemistry 1 or equivalent. The General Chemistry 2 course further develops the concepts of chemical bonding in order to appreciate the size, shape, polarity and macroscopic behavior of molecules. The processes of oxidation-reduction will be explained, particularly as they apply to biological systems. Solution chemistry will be introduced, stressing the concepts of equilibria and colligative properties. Acid/base chemistry, including titrimetry, buffers, and pH will be studied. Nuclear chemistry in the evolution of matter will be considered. Organic chemistry will be introduced as a corollary to concepts presented in the college chemistry course.

Course Code: PHYS101M

Course Title: Physics I (4 units)

Course Description: This non-calculus, algebra/trigonometry based college physics course will include the following topics: Motion in one and two dimensions, velocity, acceleration, forces and Newton's Laws of motion, linear and angular momentum, circular motion, center of mass, torque, mechanics of rigid bodies, work, kinetic energy, and potential energy, Newton's Law of gravitation, Kepler's Laws, and simple harmonic motion. Problem solving skills will be strongly emphasized.

Course Code: PHYS102M**Course Title: Physics II (4 units)**

Course Description: Prerequisite: Physics 1 or equivalent. This course will review and include the following topics: Sound, wave interference, geometrical optics, heat, temperature, gas laws, thermodynamics, electricity, magnetism, relativity, quantum mechanics, and nuclear physics. A non-calculus approach will be used with only as much algebra and trigonometry as is required to give a precise treatment of physical problems. Problem solving will be emphasized.

Course Code: CHEM201M**Course Title: Organic Chemistry I (4 units)**

Course Description: Prerequisites General Chemistry 1 & 2 or equivalents. The course will begin with a review of some of the major concepts in inorganic chemistry. The chemistry of carbon compounds will be distinguished from inorganic chemistry. The various classes of aliphatic and aromatic compounds will be examined. The diversity of functional groups will be explored with regard to reactivity and mechanism. Nucleophilic and electrophilic reaction mechanisms will be stressed. Stereochemistry will be explored. Concepts of hydrophobicity and hydrophilicity will be examined in relation to extraction, phase partitioning, absorption and chromatography. Biochemical and physiological analogies will be reviewed.

Course Code: CHEM202M**Course Title: Organic Chemistry II (4 units)**

Course Description: Prerequisite Organic Chemistry I or equivalent. This course further elaborates functional groups with emphasis on alcohols, phenols, ethers, aldehydes, ketones, amides, esters, amines, and carboxylic acids once the nature and reactivity of these functional groups is understood, important biological examples will be stressed and elaborated. Biochemistry, particularly the properties and metabolism of biological macromolecules such as nucleic acids, lipids, and proteins will be introduced.

Course Code: BIO201M**Course Title: Anatomy and Physiology I (4 units)**

Course Description: This course will provide a solid overview of the structure and function of the human body and mechanisms for maintaining homeostasis. Topics include the study of cells, tissues, and the integumentary, skeletal, muscular and nervous systems. Emphasis is placed on the integration of systems as they relate to normal health. Laboratory exercises provide first-hand experience with the structures and processes discussed in lecture.

Course Code: BIO202M**Course Title: Anatomy and Physiology II (4 units)**

Course Description: Prerequisite Anatomy and Physiology I or equivalent. This course will focus on the structure and function of the human body and mechanisms for maintaining homeostasis. Topics include the study of blood, cardiovascular system including lymphatic system, immune system, respiratory system, digestive system, urinary system and male and female reproductive systems. Emphasis is placed on the integration of systems as they relate to normal health. Laboratory exercises provide first-hand experience with the structure and processes discussed in lecture.

Course Code: CHEM304M**Course Title: Biochemistry (4 units)**

Course Description: Prerequisite: General Chemistry 1 or equivalent, Organic Chemistry 1 or equivalent. Biochemistry examines the structure and function of the following biological macromolecules in the context of cellular integrity, dynamics and metabolism: carbohydrates, lipids, proteins and nucleic acids. The weekend biochemistry topics include enzymology, bioenergetics, catabolism, anabolism, regulation of gene expression, biotechnology, and hormone regulation of mammalian metabolism and the pre-biotic evolution of life on earth. This course is designed to enhance, deepen, and further integrate knowledge of the subject by developing different problem-solving skills and conceptual organization.

Course Code: BIO120M**Course Title: Microbiology (4 units)**

Course Description: The course is designed to convey general concepts, methods, and applications of microbiology for health sciences. The role of microorganisms in the environment and in human disease is discussed. Topics include: immunology, bacteriology, virology, and mycology; the morphology, biochemistry, and physiology of microorganisms including bacteria, viruses, and fungi; the diseases caused by these microorganisms and their treatments. Laboratory portion of the course provides first hand experiences that inform, illustrate, expand, and reinforce major concepts discussed in lecture.

Course Code: GEN301M**Course Title: Human Genetics (4 units)**

Course Description: This course will address the human nature of genetics, genetic development and health and wellness areas related to how genes interplay within the human organism. Historical concepts in research and genetic developments will be explored. Additionally, concepts related to ethics and genetics, research and application will be explored. Students will learn how genes influence physical traits, physiological considerations, and issues related to health, wellness and related applications.

Course Code: PSYC301M**Course Title: Biological Psychology (4 units)**

Course Description: This course will focus on the central nervous system and how it applies to abnormal behavior. The structure and function of the brain as it relates to thoughts, action, and behavior patterns will be explored. Topics include psychosocial diseases, learning, memory, language, sleep cycles, human sexuality, and addiction. Students will recognize the way biology, anatomy, and physiological factors of the human nervous system apply to psychological problems.

Integrated Science Program (ISP) Description, and Course Listings

Description

The Integrated Science Program is a weekend college science curriculum that cultivates critical thinking and scientific reasoning. The program is designed to keep classes small and intimate in order to create a collaborative learning dynamic among students and faculty. It also naturally maintains a high level of attention and interaction.

Students attend class all day **Saturday and Sunday** for eight consecutive weekend days per subject (four consecutive weekends per course). This focused immersion on one college science class subject at a time and completion of the entire program in twelve months results in an expansive and unified assimilation of basic college sciences.

Class Schedule

All course lectures and laboratory sessions occur on weekends only, with classes running from 8:30 AM to 6:30 PM both Saturday and Sunday. All basic science courses (General Chemistry, Organic Chemistry, Biochemistry, Physics, Human Biology, Anatomy & Physiology and Microbiology) meet for four consecutive weekends. Each day will have 3 hours of laboratory, scheduled differently for each course. Students will also work on two empirically based independent investigations to be completed by the end of each 4 weekend course. Final Exams for all ISP courses are offered in two different days and times: Tuesday at 3:00pm and Wednesday at 6:00pm, after the last weekend of classes. All Lab Finals are on the last Sunday of lab for each course. Please check the [current calendar of accelerated science classes](#).

Ayurveda Certificate Program, Description, and Course Listings

Description

Ayurveda, the Indian System of Medicine, is one of the oldest systems of medicine that is continuously practiced for thousands of years. Literally, the term Ayurveda means "the science of life." According to the National Center for Complementary and Alternative Medicine (NCCAM), Ayurveda is a complete system of theory and practice that have evolved over time. It is a compassionate, gentle, total health system. Ayurveda can affect the body profoundly, increasing the body's natural strength and healing powers. Anyone can learn Ayurveda's practical self-healing knowledge, which is designed to promote happiness, health, creativity and longevity.

With the growing popularity towards natural forms of treatments in the United States, people are increasingly using Ayurvedic Medicine to manage stress related disorders and many chronic ailments. Ayurveda adopts herbs, diet and lifestyle advices, rejuvenation therapies and yoga to treat various ailments. A unique practice known as panchakarma (Detoxing) is employed to cleanse the body from toxins and imbalance of bodily energies. The goal of all treatment methods is to help reestablish harmony and balance in the body, mind and spirit.

About the Program

Currently SCU offers two levels of Ayurvedic certificate programs

- Ayurvedic Wellness Educator (600 hrs)
- Ayurvedic Practitioner (1500 hrs)

Class Schedule

Currently SCU has a hybrid model of Ayurvedic education. On campus classes meet one weekend of every month. Virtual classes meet during the week Wednesday or Thursday for one and half hours. During the week the students also participate in E-learning curriculum according to the syllabus for the individual courses. Clinical hours will be offered on Monday, Wednesday and Saturday.

Advanced Standing

Students may request a transcript evaluation to determine if you are eligible for advanced standing. You may be required to take a challenge examination prior to awarding of advance standing for an additional fee.

Ayurvedic Wellness Educator (600hrs)

During this one year program, students will learn basic principles of Ayurveda, Sanskrit, Ayurvedic History, Ayurvedic preventive science, yoga, Ayurvedic nutrition, Ayurvedic pathology, Ayurvedic herbology and pharmaceuticals/home remedies, Ayurvedic detoxification methods and bodywork, Ayurvedic rejuvenation and basic understanding of common diseases. Students also will receive supervised internship at the SCU health center.

Upon completion, students will receive the Ayurvedic wellness educator certificate. Students will be able to practice self-healing, and guide individuals and groups through educational seminars on the traditional principles and practices of the Ayurvedic way of life. Their scope of practice emphasizes education on prevention of imbalances and the promotion of wellness on all levels of being, using the life-enhancing modalities and philosophy of Ayurveda. Approaches include appropriate diet, lifestyle, yoga, meditation, and health-promoting herbal recommendations. Assessment tools used by Ayurvedic Educators enable them to determine the individual's body constitution, and the balanced and unbalanced states of the doshas (natural energy), agni (digestive fire), dhatus (tissues), and malas (waste products).

Course List

Course #	Course Name
AY1000	Ayurvedic Basic Principles I
AY1500	Sanskrit
AY1600	Ayurvedic History
AY1700	Ayurvedic Preventative Science
AY1800	Ayurvedic Nutrition
AY1100	Ayurvedic Pathology I
AY1200	Ayurvedic Herbology and Pharmaceuticals I
AY1300	Ayurvedic Rejuvenation I
AY1400	Ayurvedic Detoxification Methods/Body Work I
AY1900	Introduction to Ayurvedic Healing
AYYOG1	Yoga I
AYCLIN1	Clinic

Program Breakdown

In Classroom study	220hrs.
Virtual classroom	75 hrs.
E-learning	205 hrs.
Clinic	100 hrs.

COURSE DESCRIPTIONS

AY 1000

Basic Principles I

50 hours

Description: The course is designed to systematically impart basic understanding of Ayurvedic fundamental principles. Students will be able to explore and comprehend the basic principles of Ayurveda necessary for other courses. Students will gain the knowledge of DOSHA, DHATUS, MALAS, PRAKRUTHI, PANCHA MAHABOOTHAS, MANAS, GURVADI GUNAS, OJAS, PRANA, AGNI, AMA, RASA and SROTAS. Basic explanation about SANYKYA, NYAYA, and VAISHESHKA philosophy will be explained.

AY 1500**Sanskrit****30 hours**

Description: This course provides knowledge to understand ayurvedic terminology required to learn ayurvedic medicine, its philosophy and concepts.

AY 1600**Ayurvedic History****30 hours**

Description: This course explores the history that has contributed to the development of science of Ayurveda. This course imparts in depth knowledge of congregation of different medicinal and therapeutic information in Vedas. Detailed knowledge of various spiritual influences, deities, and sages along with their philosophical contributions to development of Ayurveda has been described. Also, helps to understand the legendary origin of Ayurveda from various classical texts. This course is designed to inform the students about the Archeological and Manuscripts in support of the historical events. The course also updates the student with the current status of Ayurveda globally especially, its role in healthcare industry in western countries.

AY 1700**Ayurvedic Preventative Science****50 hours**

Description: This course will discuss the basic concepts of SWASTHA VRITTA (Ayurvedic Preventive Medicine) that emphasizes on health promotion. The role of mind, sense organs and emotions on the health of a person will also be discussed. Additionally, the students will obtain adequate knowledge to suggest proper daily diet and lifestyle based on individual's body type and seasons to promote health and prevent disease.

AY 1800**Ayurvedic Nutrition****45 hours**

Description: In this module students will learn general concepts of AHARA DRAVYAS (diet substances) in structuring a diet. Students also will gain the knowledge of PATHYA (wholesome diet) and its importance, concepts and applicability of SHAD RASAS (6 tastes), Psycho-somatic effects of SHAD RASAS, over use and abnormal uses of RASAS and VATA, PITTA and KAPHA Dosha balancing diets. Additionally this course will also discuss the concept of SATVIK AHAARA, PATHYA used in PANCHAKARMA and rebalancing certain health disparities.

AY 1100**Ayurvedic Pathology I****40 hours**

Description: This course discusses the basic concepts of Ayurvedic Pathology and Diagnosis. Causes of disease, classification of diseases, pathological mechanisms of symptom manifestation (NIDANA PANCHAKAM) are also discussed. Additionally, the students will learn different examination and

diagnostic methods (ASHTA STHANA AND DASA VIDHA PAREEKSHA) used in ayurveda. Pulse examination and interpretation of various pulses is an integral part of this course. This course is a hybrid course and therefore comprises in-class and on-line meetings as well as e-learning component.

AY 1200

Ayurvedic Herbology and Pharmaceutics I

60 hours

Description: The content of the course is systematically designed to impart the knowledge of Herbs and other medicinal substances used in Ayurvedic therapeutics and basic principles that govern Ayurvedic herbology. Classifications of medicinal substances along with their properties and actions are explained. Students will also learn properties of commonly used fifty herbs/spices with respect to their actions on DOSHA, DHATU, MALA, SROTHA and MANAS

AY 1300

Ayurvedic Rejuvenation I

30 hours

Description: This course informs students about the unique health promotive and rejuvenatory concepts of Ayurveda. Students gain knowledge about the methods that support healthy aging, staying fit at any age and methods described for enhancing the body's resistance against disease causing factors and preventing advancement of chronic diseases. Students will learn definition and synonyms of RASAYANA, importance of RASYANA and its benefits, indication and classifications of RASAYANA. Procedures of KUTIPRAVESHKA, POORVAKARMA and PASCHAT KARMA of KUTIPRAVESHKA will be explained. DOSE of RASYANA according to age, Rules and regulations of RASYANA therapies also will be discussed. Herbs and dietetic substances that enhance memory, voice, eyesight, energy and complexion will be highlighted.

AY 1400

Ayurvedic Detoxification Methods/ Body work

66 hours

Description: This course will discuss the basic introduction of Ayurvedic MARMA theory and basic concept of PANCHAKARMA(detoxification methods/body work) with hand on experience of major therapies such as ABHYANGA, SHIROABHAYNGA, MUKHA ABHYANGA, SHIRODHARA, KATIBASTI, GREEVA BASTI, JANU BASTI and NETRA TARPANA. This course also provides the knowledge to prepare the formulas/herbal preparations necessary to perform these therapies. The student will gain the experience and knowledge of pre and post PANCHAKARMA precautions. Additionally, this course will offer an adequate knowledge to suggest proper diet and lifestyle suitable to each procedure.

AY 1900

Introduction to Ayurvedic Healing

40 hours

Description: This course is designed to provide basic knowledge of pathological process involving in causing various ailments and principles for Ayurvedic treatments. This course also discuss common ailments and home remedies for these ailments.

AYCLNI1**Ayurveda Clinic 1****109 hours**

Description: This course offers the students an opportunity to receive hands-on training in clinical practice. Students will develop the knowledge and skills for Ayurvedic wellness education practice under the supervision of an experienced Ayurvedic practitioner.

AYYOG1**Yoga1****50 hours**

Description: This course is designed to understand philosophies that influence Ayurveda in health promotion, especially Yoga philosophy. This course will teach about different yoga styles and modalities such as pranayama, meditation, mudras and japa. Ayurveda and yoga concepts of prana, koshtas, nadis, charkas, and tantra will be discussed. Students will also learn yoga asanas and pranayama for health promotion.

Ayurvedic Practitioner (1500 hrs)

After completion of the Ayurvedic wellness educator program, students can complete an additional 900 hours of education and receive the certificate for Ayurvedic Practitioner. Students will gain in-depth knowledge of basic principles of Ayurveda, yoga, Ayurvedic pathology, History taking, Ayurvedic physical examination, Ayurvedic herbology and pharmaceuticals, Ayurvedic detoxification methods and bodywork and marma points, Ayurvedic rejuvenation and Ayurvedic disease managements.

Upon completion of the program, students will be able to determine the vikriti (imbalances) of an individual's body and mind; will be able to design a treatment plan to realign unbalanced states of the doshas (natural energy), agni (digestive fire), dhatus (tissues), and malas (waste products).

Course List

Course #	Course Name
AY2000	Ayurvedic Basic Principles II
AY2100	Ayurvedic Pathology II
AYYOG2	Yoga II
AY2200	Ayurvedic Herbology and Pharmaceuticals II
AY2400	Marma Points & Ayurvedic Detoxification Methods/Body Work II
AY2501	Ayurvedic Internal Medicine I
AY2502	Ayurvedic Internal Medicine II
AY2300	Ayurvedic Rejuvenation II
AYCLIN2	Clinic
AYPROJ	Projects

Program Breakdown

In Classroom study	240 hrs.
Virtual classroom	75 hrs.
E-learning	241 hrs.
Clinic	244 hrs.
Projects	100 hrs.

COURSE DESCRIPTIONS

AY 2000

Ayurvedic Basic Principles II

60 hours

Description: This course is designed to impart deeper understanding of Ayurvedic fundamental principles. Students will gain in depth knowledge of DOSHA, DHATUS, MALAS, PRAKRUTHI, PANCHAMAHA BOOTHAS, ATHMA, AHANKARA, BUDHI, SROTAS and GARBHA SHAREERA. Students will also understand the concept of SIRA, LASIKA, PESHI, KOSHTA, ASHAYA and KALA explained in Ayurveda. Students will gain the knowledge of various chapters from Charaka Sutrasthana such as KHUDDAKACHATUSPADAM ADHYAYAM, MAHACHATUSHPADAM ADHYAYAM, TISRAISANIYAM ADHYAYAM, DIRHANJIVITIYAM ADHYAYAM, INDRIYOPAKRAMANIYAM ADHYAYAM, MAHAROGA ADHYAYAM and ASHTAUNINDITIYA ADHYAYAM.

AY2100

Ayurvedic Pathology II

80 hours

Description: This course will discuss the etiopathogenesis, clinical features of diseases of ANNAVAHA SROTAS (digestive System), PRANA VAHA SROTAS (respiratory system), RAKTA VAHA SROTAS (circulatory system), MAMSA/ASTHIVAHA SROTAS, VATA ROGAS (neuromusculoskeletal diseases), MEDOVAHA SROTAS (obesity), ARTAVAVAHA SROTAS (gynecological disorders), TWAK ROGA (skin disorders) and MANOVAHA SROTAS (psychiatric disorders). Additionally, an overview of the Western etiology, pathogenesis and clinical features of conditions equivalent to those discussed from an ayurvedic perspective will also be provided. Students will also learn how to check vitals, and perform simple physical exam on clients. This course is a hybrid course and therefore comprises in-class and on-line meetings as well as e-learning component.

AY 2200

Ayurvedic Herbology and Pharmaceutics II

80 hours

Description: This course investigates further into Ayurvedic principles of Herbology and Pharmaceutics. Compare and contrast EKA MOOLIKA PRAYOGA (use of single herbs in specific pathologies). Students will also learn Methods of combining herbs into formulas for use in the treatment of a variety of disorders. Students will be able to compare, contrast, and evaluate the functions, indications, and contraindications

of a variety of formulas including commonly used eighty herbs. This course will also explain general dose, method of administration, route of administration, and time of administration of single herbs and formulas

AYYOG2

Yoga II

40 hours

Description: This course is designed to understand yoga philosophies that influence Ayurvedic disease treatment. This course will teach about different yoga styles and modalities such as pranayama, meditation, mantras and subtle therapies.

AY 2400

Marma Points & Ayurvedic Detoxification Methods/Body Work II

80 hours

Description: This course will discuss the deeper understanding of Ayurvedic MARMA theory and PANCHAKARMA with hand on experience of major PANCHAKARMA procedures such as PATRA KIZHI, UDVARTHANA, KAYASEKHA, PINDA SWEDA, CHOORNA SWEDA and NASYA. This course also provides the knowledge to prepare the formulas/herbal preparations necessary to perform these therapies. The student will gain the experience and knowledge of pre and post PANCHAKARMA precautions. Additionally, this course will offer an adequate knowledge to suggest proper diet and lifestyle suitable to each procedure.

AY 2501

Ayurvedic Internal Medicine I

90 hours

Description: This course is designed to teach the students the ability to develop record, implement and adapt a patient management plan from an Ayurvedic perspective for specific diseases based on the needs of the patient. Case taking, differential diagnosis, diet, herbs, for MAMSA/ASTHIVAHA SROTAS, VATA ROGAS (neuromusculoskeletal diseases), RAKTAVAHA SROTAS (circulatory system), PRANAVAHA SROTAS (respiratory system) and MOOTHRAVAHA (Urinary system) conditions are explained in detail. Additionally, an overview of the Western etiology, pathogenesis and clinical features of conditions equivalent to those discussed from an ayurvedic perspective will also discussed.

AY 2502

Ayurvedic Internal Medicine II

90 hours

Description: This course is designed to teach the students the ability to develop record, implement and adapt a patient management plan from an Ayurvedic perspective for specific diseases based on the needs of the patient. Case taking, differential diagnosis, diet, herbs, for of ANNAVAHA SROTAS (digestive System), TWAK ROGA (skin disorders), ARTAVAVAHA SROTAS (gynecological disorders) and MANOVAHA SROTAS (psychiatric disorders) are explained in detail. Additionally, an overview of the Western etiology, pathogenesis and clinical features of conditions equivalent to those discussed from an ayurvedic perspective will also discussed.

AY 2300**Ayurvedic Rejuvenation II****30 hours**

Description: This course informs students about the unique health promotive and rejuvenatory concepts of Ayurveda. Students will learn various RASAYANA herbs and formula used in enhancing the body's resistance against disease causing factors as well as management of diseases. This course will describe most commonly used RASAYANA therapies explained by CHARAKA, SUSHRUTHA and VAGBATTA. This course will also explain definition, synonyms, benefits and importance of Vajikarana. Properties, doses, methods of administration, ingredients of vajikarana formulation also will be discussed.

AYCLIN2**Clinic II****250 hours**

Description: This course offers the students an opportunity to receive hands-on training in clinical practice. Students will develop the knowledge and skills for clinical practice under the supervision of an experienced Ayurvedic practitioner.

AYPROJ**Projects****100 hours**

Description: Students are required to complete the project in Ayurveda before the graduation. A topic must be approved before starting the project. Students are required to write a case study or literature review in any topics in Ayurveda.

Massage Therapy Certificate Program, Description, and Course Listings

Description

The SCU Massage Therapy program curriculum is a night and weekend program. designed to meet the State of California Massage Therapy Certification requirements issued by the CAMTC (California Massage Therapy Council), as well as fulfills the requirements to qualify to sit for the National Certification Examination administered by the NCBTMB (National Certification Board for Therapeutic Massage and Bodywork).

Our program is an 804 hour, one (1) year program that is divided into three (3) trimesters that are fifteen (15) weeks long. All trimesters are cumulative and lead directly into the next. This is created as a continuous cohort model and thus the student can take time off during trimester breaks but must maintain progression through the program to graduate on schedule.

A certificate of completion will be awarded to those students who complete all course requirements, including exams, practical sessions and internship hours, as well as fulfilling financial aid agreements, if any. With this certificate of completion, graduates will be able to apply for California State Certification at the Certified Massage Therapist (CMT) level. Graduates will also be eligible to sit for the National Certification Examination administered by the National Certification Board of Therapeutic Massage and Bodywork (NCBTMB).

Program Highlights

- 750 hour program can be completed in 12 months
- Designed for working adults and college students
- Night and weekend module program format for working adults
- Possible advanced standing for current massage therapists
- Clinic (hands-on) work begins after first 100 hours of coursework
- Federal loans available for qualified students
- No-interest payment plans available
- Graduates qualify to sit for the National Certification Exam through the NCBTMB & MBLEx
- Job Placement assistance

Massage Therapy Certificate Program Course List

Term 1					
Course #	Course Name	Lecture	Lab	Hours	Units
MTAP-101	Anatomy & Physiology I (with Palpation)	50	50	100	5
MTPP-101	Massage Therapy Principles & Practice I (includes Contraindications)	40	40	80	3
MTWH-101	Wellness & Health (including Health & Hygiene)	24	8	32	2
MTPM-101	Practice Management I: Business (includes Ethics)	8	0	8	1
MTOL-101	Open Lab Integration	0	45	45	1

Term 2					
Course #	Course Name	Lecture	Lab	Hours	Units
MTAP-202	Anatomy & Physiology II	26	26	52	4
MTPP-202	Massage Therapy Principles & Practice II	38	38	76	3
MTCP-201	Clinical Pathology	40	0	40	3
MTCA-201	Clinical Assessment & Procedures	8	8	16	1
MTCL-201	Clinical Internship I	0	40	40	1
MTPM-202	Practice Management II: Professionalism	8	0	8	1
MTOL-202	Open Lab Integration	0	42	42	1

Term 3					
Course #	Course Name	Lecture	Lab	Hours	Units
MTFA-301	Functional Anatomy & Biomechanics (Kinesiology)	22	22	44	4
MTPP-303	Massage Therapy Principles & Practice III	38	38	76	3
MTSP-301	Massage Therapy Special Populations	14	14	28	2
MTCL-201	Clinical Internship II	0	48	48	1
MTPD-301	Professional Development	24	0	24	1
MTOL-303	Open Lab Integration	0	45	45	1

Total Hours	340	464	804	38
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Massage Therapy Certificate Program Course Descriptions

MTAP-101

Anatomy & Physiology I with Palpation

Description: This course is the first of a three part series that includes anatomy, physiology, and kinesiology of the human body. This first part will focus on an introduction to musculoskeletal anatomy with an emphasis on the axial and appendicular skeleton, various joint structures and complexes, as well as major regional muscles of the upper body, lower body, head and neck. In the practical application, students will also learn palpation skills to identify major superficial muscles and body landmarks. Students will learn terminology and functional anatomical structures. The course also includes observation and palpation of human cadavers.

MTAP-202

Anatomy & Physiology II

Description: This course is the second of a three part series that includes anatomy, physiology, and kinesiology of the human body. This second part will focus on physiologic systems with an emphasis on the Central and Peripheral Nervous System. Detailed attention will be given to the Integumentary, Cardiovascular, Lymphatic, Immune, Respiratory, Digestive, and Urinary systems. The course includes observation and palpation of human cadavers.

MTFA-301

Functional Anatomy and Biomechanics (Kinesiology)

Description: This course is the third of a three part series that includes anatomy, physiology, and kinesiology of the human body. This third part will focus on the biomechanics and function of the musculoskeletal system. Detailed attention will be given to the origin, insertion and action of the major muscles of the human body, as well as joints, ligaments and overall body movement.

MTPP-101

Massage Therapy Principles and Practice I (Includes Contraindications)

Description: This is an introductory course providing the student with a solid foundation of fundamental Swedish massage techniques and methods, along with proper biomechanics, posture, injury prevention, table management and proper draping technique. The course will also address soft tissue physiology, response to massage, and contraindications. Chair massage will also be taught in this course.

MTPP-202

Massage Therapy Principles and Practice II

Description: This course offers hands-on experience in the art and science of Deep Tissue massage, Trigger Point Therapy, and Myofascial Release Technique. Students will build on their previous knowledge and hands on training to focus on specific structures and conditions of the body. Sports massage and rehabilitation will also be covered helping students to learn how to adapt their skills to a wide range of client complaints by developing their ability to think critically and select appropriate courses of action with clients.

MTTP-303**Massage Therapy Principles and Practice III**

Description: This course offers hands-on experience in the art and science of Asian bodywork and massage techniques. Theories of Eastern traditional medicine will be discussed and massage techniques covered will include Reflexology, Acupressure, Thai, Energy work, Stone, and Ayurveda.

MTSP-301**Massage Therapy Special Populations**

Description: Students learn additional massage therapy techniques and applications as applied to special populations. This will include geriatric massage, massage for the terminally ill (hospice massage), massage for persons with disabilities, pediatric/infancy massage as well as pregnancy massage. Other populations may be included. The special needs of each population will be included.

MTWH-101**Wellness and Health (Includes Health and Hygiene)**

Description: Students learn the fundamental principles of wellness, health, hygiene, and human nutrition. Students will also learn relaxation techniques, yoga and/or Qi Gong. The course emphasizes the importance of wellness, proper nutrition, and relaxation as components of optimal health for clients as well as self-care for therapists.

MTCP-201**Clinical Pathology**

Description: This course introduces students to pathological disease and conditions that affect the various physiologic systems of the body. Research into the etiology, pathogenesis, morphologic changes, and clinical manifestations of each condition will be conducted as well as alternative and wellness-focused treatments and preventative measures. Indications and contraindications for Massage Therapy will also be included.

MTCA-201**Clinical Assessment and Procedures**

Description: This course is designed to prepare students for their Clinical Internship in the University Health Center. Health center policies and procedures will be discussed including SOAP charting, patient intake and care, and professionalism. Assessment procedures such as gait analysis, postural analysis and history/ interviewing skills will be covered.

MTCL-201 & MTCL-302**Clinical Internship I and II**

Description: The Clinical Internship is designed to introduce the student to the clinical setting where the student will complete 50-minute massage sessions. The goal of this course is to build confidence, introduce time management and provide a rich and diverse experience where the student will be exposed to clients with various conditions and treatment plans. Students will also be responsible for SOAP charting.

MTOL-101, MTOL-202, & MTOL-303

Open Lab Integration

Description: This course is designed to integrate and review weekly topics covered by the core classes and facilitate expertise. Content is reviewed, practiced, and applied to gain a better understanding of the material and techniques presented through the week. Students are also given study techniques and organization skills to handle and apply the material being taught.

MTPM-101

Practice Management I: Business (Includes Ethics)

Description: Students will learn goal setting, marketing tools, and entrepreneurship to develop the foundations of a business plan. This will include investigating the various steps required in setting up a practice such as facilities and equipment planning. Students will also be introduced to different types of employment, city ordinances, and business license requirements as well as principles of business and professional ethics will also be discussed.

MTPM-202

Practice Management II: Professionalism

Description: Students will learn the principles of professionalism and scope of practice in order to work amongst other healthcare providers. Issues regarding communication and customer service, therapeutic relationships, confidentiality, and referral relationships with other healthcare providers will be included.

MTPD-301

Professional Development

Description: As students prepare to graduate, this course will consist of workshops that are dedicated to helping students succeed in the massage therapy profession. Topics such as state certification, national exam, professional organization membership, marketing, interviewing, placement, and job search will be covered and discussed.

Residency Programs and Descriptions

DESCRIPTION OF EACH PROGRAM

Chiropractic Sports Medicine Residency

The Sports Medicine Clinical Division offers a two-year, full-time residency program that provides advanced clinical experience concentrated in sports medicine. Its mission is to develop board certified doctors of chiropractic in sports medicine and foster a culture of scholarly research that benefits the advancement of chiropractic through patient centered evidence based care.

Residents are mentored by senior sports medicine chiropractors that are known nationally and internationally for their expertise in the field. Residents follow a comprehensive syllabus, which provides for a variety of learning formats, clinical and field experience, academics, and scholarly research. Residents participate in a wide array of exciting real-world sports and integrated healthcare settings, providing care for all levels of athletes from high school to world-class professionals. Residents are selected on a competitive basis and openings are limited. The resident receives an annual stipend and health benefits. Upon completion of this program, a doctor of chiropractic is eligible to sit for the Diplomate examination of the American Chiropractic Board of Sports Physicians (ACBSP).

Highlights

- Two-year, full-time appointments Stipend and full benefits
- Leads to eligibility to sit for specialty experience exam
- Excellent teaching and learning experience
- Off-campus rotations throughout Southern California

Chiropractic Diagnostic Imaging Residency

SCU offers a three-year in-house diagnostic imaging residency program. Completion of such a residency is the only way in which a Doctor of Chiropractic may become eligible for the ACBR examination. This is a full-time program in which the participants act as members of the diagnostic imaging portion of the diagnosis department while following a comprehensive syllabus for their studies. It is a demanding program that includes auditing and teaching of Radiology classes to DC candidates, practical training in all aspects of radiology, research, clinical involvement, consultation, assigned study, testing and other endeavors. Opportunity to spend time in the radiology departments of cooperative teaching hospitals and at two medical imaging centers adds practical, as well as didactic, experience in pertinent areas beyond that which could be gained in a purely chiropractic setting.

Highlights

- Three-year, full-time appointments
- Stipend and full benefits
- Leads to eligibility to sit for specialty experience exam

- Excellent teaching and learning experience
- Off-campus rotations throughout Southern California

Primary Spine Care Practitioner (PSP) Residency Program

This two year, fulltime Residency is designed to produce a highly skilled, first-contact and continuing care Primary Spine Care Practitioner (PSP) specifically trained to diagnose and manage the majority of patients with spine-related disorders using evidence-based methods. The program emphasizes advanced clinical training and experience in interdisciplinary settings on a foundation of relevant academic courses, self-directed research, publication and teaching. The program develops PSPs who act as clinicians, consultants, researchers and scholars capable of participating with and able to lead a multidisciplinary, integrative health care team. At the conclusion of the two years of Residency, a six month or one year, fully funded fellowship may be arranged in a clinic caring for underserved populations in the developing world. Residents are selected on a competitive basis and openings are limited. The resident receives an annual stipend and health benefits.

Highlights

- Two-year, full-time appointments
- Stipend and full benefits
- Leads to eligibility to sit for specialty experience exam
- Excellent teaching and learning experience
- Off-campus interdisciplinary rotations throughout Southern California

Location

Training for all Residency Programs will take place at the SCU campus in Whittier, California with multiple off-site rotations throughout Southern California. Residents selected for rotations with professional teams will travel throughout the United States and abroad.

Off-site rotations will include team-based management of complex cases in collaboration with other medical specialists and healthcare providers. Residents will also engage in clinical educational rotations through services including pain management, surgical specialties, and rehabilitation disciplines. Additionally, residents will participate in various scholarly activities and will attend and give presentations at multiple academic/research venues.

Duration

Each program is full-time consisting of a minimum of 55 hours per week with additional weekly time needed for scholarly study and training activities. Each program is broken down into two consecutive, one-year commitments, each with their own requirements for successful completion.

Vision

Southern California University of Health Sciences will be recognized as the premier evidence-based integrative healthcare university.

Mission

Our mission is to educate students as competent, caring and successful integrative healthcare practitioners. The University is committed to providing excellence in academics, service, scholarship, and leadership through the Los Angeles College of Chiropractic, the College of Eastern Medicine, and the College of Science and Integrative Health.

Values

Excellence: We strive to be the best in everything we do.

Leadership: We develop leaders to be thoughtful and compassionate individuals who influence their professions and the communities they serve.

Integrity: We value treating each other with respect, dignity and integrity and being truthful, fair and accountable at all times.

Learning Effectiveness: We value providing a learning environment conducive and supportive of quality instruction, innovation, critical thinking, and effective communication that encourages life-long professional development.

Evidence-based/Outcomes-focused: We value a culture of inquiry, assessment, research, and scholarship.

Diversity: We embrace a diversity of ideas, beliefs, and cultures by providing a campus that is supportive, safe, and welcoming.



Los Angeles College of Chiropractic
College of Eastern Medicine
College of Science and Integrative Health
SCU Health System

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