SOUTHERN CALIFORNIA UNIVERSITY OF HEALTH SCIENCES

Academic Catalog Fall 2017 / Spring 2018

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SCU
SOUTHERN CALIFORNIA UNIVERSITY OF HEALTH SCIENCES

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GENERAL INFORMATION

Vision, Mission, and Guiding Principles

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.

Guiding Principles

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.

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 am 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, Master of Acupuncture and Oriental Medicine, First Professional Doctorate of Acupuncture and Chinese Medicine, and Master of Science: Physician Assistant programs, our postgraduate residency programs in chiropractic sports medicine, primary spine practitioner, 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

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.

University Accreditation

Southern California University of Health Sciences is accredited by WASC Senior College and University Commission (WSCUC), 985 Atlantic Avenue, Suite 100, Alameda, CA 94501. Phone: (510) 748-9001.

SCU
SOUTHERN CALIFORNIA UNIVERSITY OF HEALTH SCIENCES

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- Womens Restroom
- Family Friendly Restroom
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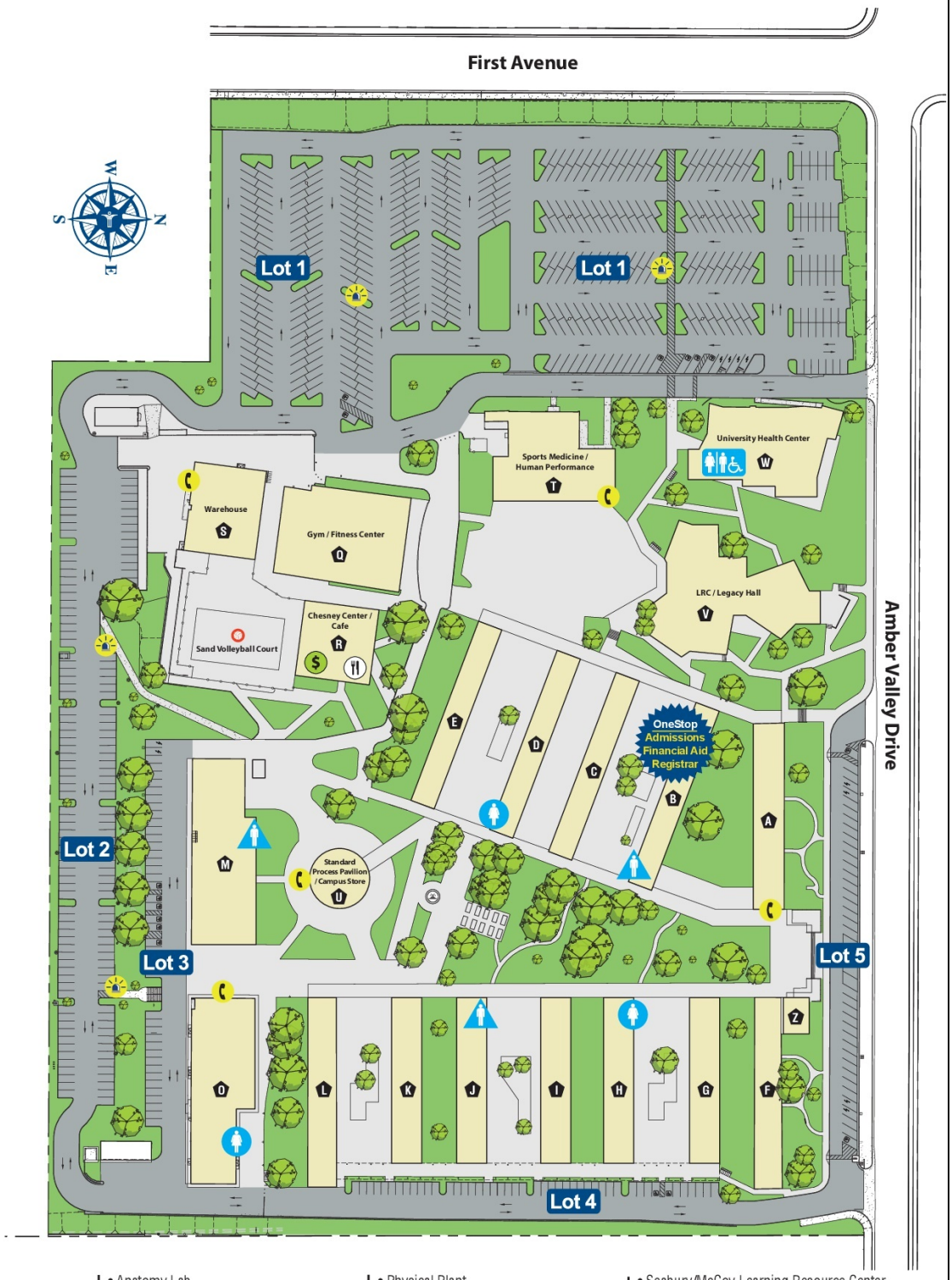

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Los Angeles College of Chiropractic • College of Eastern Medicine • College of Science and Integrative Health • SCU Health System
16200 Amber Valley Drive • Whittier, California 90604 • T (800) 221-5222 • www.scuhs.edu

Campus Contact Information

Southern California University of Health Sciences
16200 Amber Valley Drive
Whittier, CA 90604
(562) 947-8755
Toll free: (800) 221-5222
www.scuhs.edu

Alumni Affairs
(562) 902-3336
AlumniDevelopment@scuhs.edu

Campus Safety
(562) 902-3333
Campus extension: 333
Building B – East side

Campus Technology (Information Technology)
(562) 902-3380
Campus extension: 380
Building C

Learning Resource Center (LRC)
(562) 902-3368
SCUHSLibrary@scuhs.edu

OneStop Enrollment Services
(562) 902-3309
Building B

Office of Admissions
Toll free: (888) 574-7372
Admissions@scuhs.edu

Financial Aid Office
(562) 947-8755 ext. 766
FinancialAid@scuhs.edu

Student Accounts
(562) 947-8755 ext. 752
StudentAccounts@scuhs.edu

Student Affairs
(562) 947-8755 ext. 405
StudentAffairs@scuhs.edu

University Health Center
(562) 943-7125
www.scuhealth.org

General Requirements for Admission

Applicants and other interested parties may reach the University's Office of Admissions by phone at (562) 902-3309 or toll free at (800) 434-7757. General information about the University and its programs, the admissions process, financial aid, and applications are available on SCU's website: www.scuhs.edu. The Office admissions may also be contacted by email at admissions@scuhs.edu.

The general requirements for admission are established in cooperation with appropriate accrediting agencies, such as the Council on Chiropractic Education (CCE), the Accreditation Commission for Acupuncture and Oriental Medicine (ACAOM), and the Accreditation Review Commission on Education for the Physician Assistant (ARC-PA).

English language competency is required of all students seeking admission to SCU. This may be satisfied by achieving minimum scores on the Test of English as a Foreign Language (TOEFL) as outlined in each program's specific admissions requirements. Testing information on TOEFL or TSE may be obtained at www.toefl.org or by writing to TOEFL, Box 899, Princeton, NJ 08504. SCU does not provide English as a Second Language (ESL) services.

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.

Applicants are encouraged to submit their applications early, preferably not less than six months prior to the start 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.

In general, applicants for admission to SCU are required to provide one or more of the following: a completed application for admission, official transcripts (high school and/or college), a $50 application fee, one or more letters of recommendation, and a successful interview. Please see the program sections in this catalog for program-specific admission requirements.

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.

International Students

The general admission requirements are identical for all applicants, regardless of citizenship. However, immigration regulations, varying educational backgrounds, and financial considerations require additional procedures for international students.

For visa purposes, international students must provide a foreign address in the Application for Admission. International applicants who are admitted to SCU will receive a visa information packet along with the acceptance letter from the Office of Admissions.

Other additional application requirements for students who are not U.S. citizens or permanent residents include:

- Certification of Finances (COF) form: evidence of possessing financial resources to complete the academic program (minimum funds vary by program, contact the Office of Admissions for current amounts);
- Original financial support documents (bank documents) showing proof of possession of adequate funds;
- Test of English as a Foreign Language (TOEFL): applicants for whom English is not a native language must submit an official copy of their TOEFL score. Testing information may be obtained at www.toefl.org or by writing to TOEFL, Box 899, Princeton, NJ 08504. For all degree programs, the minimum required TOEFL score is 500 (paper based), 173 (computer based), or 61 (internet based);
- Proof of health insurance: a valid and unexpired policy which provides coverage in the United States;
- A copy of a valid passport, including name, date of birth, passport number, expiration date, photo, and signature.

Please submit all supporting documentation, preferably six months prior to expected enrollment and no later than sixty (60) days prior to the start of the term.

All foreign academic transcripts are to be evaluated by World Educational Services (WES), with an original of the evaluation and copy of transcripts forwarded directly to the Office of Admission.

The Office of Admissions will evaluate the application materials, and if accepted, will issue a Form I-20, "Certificate of Eligibility for Nonimmigrant (F-1) Student Status –For Academic and Language Students." The Form I-20 is necessary for applying for a nonimmigrant visa. Please allow for at least four weeks to apply for a visa.

International students must comply with the laws, rules and regulations of the United States Citizenship and Immigration Services (USCIS).

Financial Aid

Southern California University of Health Sciences assists students and their families as fully as possible to afford their education. Financial aid is money awarded to supplement what a student's family can provide. All students admitted to a degree or certificate program may apply for financial aid. All student financial aid (institutional and federal aid) is administered by and coordinated through the Financial Aid Office, located in OneStop Enrollment Services, Building B. For assistance, contact the Financial Aid Office at (562) 947-8755 ext. 766 or visit www.SCU.edu/financial-aid/.

Federal Financial Aid

U.S. citizens or eligible non-citizens (see https://studentaid.ed.gov/sa/glossary) are required to complete the Free Application for Federal Student Aid (FAFSA) each year they seek financial aid (direct loan, federal work-study, and/or grants). The information provided is used to create an analysis of each student's financial ability to contribute toward his or her educational costs. Students may complete the FAFSA application at www.fafsa.ed.gov. The SCU FAFSA code is 001229. The Financial Aid Office may require forms in addition the FAFSA. Please contact the Financial Aid Office for assistance in determining the appropriate financial aid forms.

While there is no deadline to apply for financial aid, and students are allowed to apply throughout the academic year, resources are limited and are awarded on a first come, first served basis. Students are encouraged to apply

and complete their financial aid documents as soon as possible. Prior to beginning or continuing a program, the financial aid option must complete and approved.

Prior to beginning enrollment at SCU, and each academic year following, students receive an award letter from the Financial Aid Office. This notice discloses the student's expense budget for the upcoming academic year and a financial aid offer to assist in covering expenses. At the time of the award letter a student has the opportunity to accept, reject, or modify the offered financial aid option. Incoming first-time students are required to actively accept their financial aid award letter with the Financial Aid Office.

The total amount of financial aid for the academic year is divided among the trimesters for which the student is enrolled, as reflected in the financial aid award letter.

Federal Financial Aid Eligibility

To be eligible for federal 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 degree or certificate seeking student.
- Demonstrate financial need.
- Be enrolled in good standing with at least half-time enrollment status.
- Maintain satisfactory academic progress (described below).
- 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 or loan.
- Have a high school diploma or equivalent.
- A student who has a drug conviction felony record may not be eligible to receive federal student aid.

Non-citizens and or international students (not eligible for federal financial aid) may qualify for private, University and or merit based aid.

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 Financial Aid Office 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. All awards offered are assumed accepted by the aid recipient, unless written notification is provided to the Financial Aid Office.

Financial aid awards are based on the assumption of full time enrollment and program type. Full time enrollment for graduate students is 9 units or more, undergraduates is 12 units or more. Less than full time enrollment differs by program and may result in a proration of financial aid awarding as required by federal and institutional policy.

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.

Federal Financial Aid Application Process

New Applicants

Prospective students should 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.

Renewal

All continuing students must reapply for financial aid annually. Renewable financial aid is conditionally based on a student's ability to maintain academic standards and financial aid eligibility. For continuing students, the act of not modifying the financial aid option is interpreted as acceptance on the student's part of the aid option offered. Financial aid award letters are emailed to students. Students must notify the Financial Aid Office in writing to make a change to their financial aid option.

Free Application for Federal Student Aid (FAFSA)

To apply for federal financial aid, complete the steps below.

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 .

FAFSA Results

After the federal processor has processed a student's 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 the student may be asked to submit additional paperwork in order to process 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 a 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.

Types of Financial Assistance

Four types of aid are available to SCU students: direct loans, work-study employment, scholarships, and grants.

William D. Ford Federal Direct Loans

Direct Loans, from the William D. Ford Federal Direct Loan Program, are low-interest loans for eligible students to help cover the cost of higher education. Eligible students borrow directly from the U.S. Department of Education. For more detailed information about federal student loans, visit https://studentaid.ed.gov/sa/types/loans.

Direct Subsidized Loans

Direct Subsidized Loans are for undergraduate students with financial need. The University will review the results of the FAFSA and determine the amount a student can borrow. The amount may not exceed financial need or annual or aggregate loan limits. Interest is paid by the U.S. Department of Education while the student is enrolled in school at least half-time. Interest rates vary depending on when the loan is awarded.

Direct Unsubsidized Loans

Direct Unsubsidized Loans are available to undergraduate and graduate students. The student is not required to demonstrate financial need to receive a Direct Unsubsidized Loan. Like subsidized loans, the University will determine the amount a student can borrow. Interest accrues (accumulates) on an unsubsidized loan from the time it is first paid out. The student can pay the interest while in school and during grace periods and deferment

or forbearance periods, or can allow it to accrue and be capitalized (that is, added to the principal amount of the loan). If a student chooses not to pay the interest as it accrues, this will increase the total amount to be repaid because the student will be charged interest on a higher principal amount.

Direct PLUS Loan for Parents of Undergraduate Students

Parents of dependent students may apply for a Direct Parent PLUS loan to help pay for their child's education expenses not covered by other student financial aid. Applicants must not have adverse credit history to be eligible for a PLUS loan. If the applicant has adverse credit history, they have the option to appeal the credit decision or use an endorser. A student whose parent(s) is unable to secure a Direct Parent PLUS Loan may be eligible for additional unsubsidized loan.

Direct Graduate (Grad) PLUS Loan

Graduate and professional students may apply for a Direct Grad PLUS Loan to help cover educational expenses not covered by other student financial aid. Graduate/professional student applicants must not have adverse credit history. Applicants with adverse credit histories have the option to appeal the credit decision or use an endorser.

The following chart shows the annual and aggregate limits for subsidized and unsubsidized loans.

Year In School	**Dependent Students (except students whose parents are unable to obtain PLUS Loans)**	**Independent Students (and dependent undergraduate students whose parents are unable to obtain PLUS Loans)**
First-Year Undergraduate Annual Loan Limit	$5,500—No more than $3,500 of this amount may be in subsidized loans.	$9,500—No more than $3,500 of this amount may be in subsidized loans.
Second-Year Undergraduate Annual Loan Limit	$6,500—No more than $4,500 of this amount may be in subsidized loans.	$10,500—No more than $4,500 of this amount may be in subsidized loans.
Third-Year and Beyond Undergraduate Annual Loan Limit	$7,500—No more than $5,500 of this amount may be in subsidized loans.	$12,500—No more than $5,500 of this amount may be in subsidized loans.
**Graduate or Professional Students Annual Loan Limit	Not Applicable (all graduate and professional students are considered independent)	$20,500 (unsubsidized only)

Year In School	Dependent Students (except students whose parents are unable to obtain PLUS Loans)	Independent Students (and dependent undergraduate students whose parents are unable to obtain PLUS Loans)
Subsidized and Unsubsidized Aggregate Loan Limit	$31,000—No more than $23,000 of this amount may be in subsidized loans.	$57,500 for undergraduates—No more than $23,000 of this amount may be in subsidized loans. $138,500 for graduate or professional students—No more than $65,500 of this amount may be in subsidized loans. The graduate aggregate limit includes all federal loans received for undergraduate study.

Graduate and professional students enrolled in certain health profession programs, such as Doctor of Chiropractic, are eligible for additional Direct Unsubsidized Loan amounts each academic year beyond those shown above as well as a higher aggregate limit on Direct Unsubsidized Loans. These annual loan limits are currently set at $33,000 but are subject to change based on legislative changes.

Federal Direct Loan recipients must sign a Master Promissory Note (MPN) to promise to repay loan(s), with any accrued interest and fees to the U.S. Department of Education. Loan entrance counseling explains the terms and conditions of your loan(s) as your right and responsibilities as a student loan borrower. Both the MPN and loan entrance counseling can be found and completed at http://www.studentloans.gov .

Federal loan award funds are credited to the student's SCU account.

Work-Study

Federal Work-Study

Federal Work-Study (FWS) is a federally and institutionally-funded program that provides part-time jobs for enrolled undergraduate and graduate students with financial need, allowing students to earn money to help pay education expenses.

Students who wish to apply for the FWS program must be eligible for federal financial aid and complete a Free Application for Federal Student Aid (FAFSA). Students must have a GPA of 2.0 or higher and not be on academic probation. Jobs are typically awarded to those students with greatest financial need, on a first-come-first-served basis.

The University cannot guarantee a job for every student, although the Financial Aid Office makes an effort to place every student desiring work into a positon. Employment renewal is not guaranteed. Employment may not exceed 20 hours per week during periods when school is in session or 40 hours per week during breaks. FWS

employees are required to turn in the appropriate tax documents and payroll documentation to the Human Resources department prior to beginning work. FWS employees are also responsible for completing and turning in timesheets.

FWS employees are compensated for their work with regular paychecks twice per month. Wages are hourly and range from $12.00 per hour to a maximum of $20.00 per hour according to the student's qualifications and duties performed.

All on-campus student employment is coordinated by the University's Financial Aid Office. The Financial Aid Office maintains a list of current Federal Work-Study job openings and applications are accepted on an ongoing basis. Please contact the Financial Aid Office for additional information regarding the FWS program.

International Work-Study

International students who are ineligible for Federal Work-Study may apply for International Work-Study. International Work-Study is an institutionally-funded program that provides part-time jobs for enrolled undergraduate and graduate international students. Please contact the Financial Aid Office for additional information regarding the International Work-Study program.

Scholarships

Scholarships are available to students who demonstrate academic merit and/or financial need and are a good option to subsidize the cost of education without having to incur long-term debt. Scholarships are gifted aid that do not need to be paid back.

SCU Scholarship 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. Eligibility requirements vary. SCU scholarship awards are credited to the student's SCU account. To review scholarship details, criteria, and to apply for scholarship awards, visit the Financial Aid website: http://www.SCU.edu/financial-aid/scholarships/

Some of the scholarship awards available include:

Scholarships for New Students

Alumni Association Scholarship at Entrance
The Institute of Science Program Transition Scholarship
Relocation Assistance Scholarship
Legacy Scholarship
The Bridge Scholarship
SCU Financial Assistance Award for Canadian Students
SCU Scholarship for AOM Students at Entrance
Dr. Gertrude Dunsworth Scholarship
Dr. James W. Fitches Scholarship
Dr. Lester McCoy Scholarship
Dr. Charles L. Cooke Scholarship

Scholarships for Continuing Students

Alumni Scholarship Program
The Betty and Dr. Herman H. Mindlin Scholarship
Dr. Shui-Sheng Wu Scholarship
Ryan Perkis Memorial Scholarship
Dr. David E. Jackson Memorial Scholarship
SCU Humanitarian Scholarship
SCU Leadership Scholarship
The Dana Goodrich- Deane Memorial Scholarship
Dr. E. Maylon and Lois Drake Scholarship
Joyce King-Stoops & Emery Stoops Scholarship
Presidential Scholarship
Dr. Rachel La Croix Scholarship
Dr. Mathew Alexander Snider Scholarship

External Scholarship Awards

There are many appropriate external (as in, not awarded by SCU) scholarships available to students. Scholarship search engines online such as www.fastweb.com and www.studentscholarships.org may be used to find external scholarships. Recipients of external scholarship awards should inform the Financial Aid Office, as they may help reduce or replace existing loan amounts.

Grants

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

Federal Pell Grants

The Federal Pell Grant Program provides need-based direct grants to low-income undergraduate students. Grant amounts are awarded through participating institutions and are dependent on the student's expected family contribution (EFC), the cost of attendance (as determined by the institution), the student's enrollment status (full-time or part-time); and whether the student attends for a full academic year or less. Eligibility for the Pell Grant is determined by the federal government; students who file the Free Application for Federal Student Aid (FAFSA) are automatically considered for the Pell Grant.

Students may not receive Federal Pell Grant funds from more than one school at a time. The student will ultimately be responsible for the any balance resulting from duplicate enrollment.

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 degree. The maximum Pell Grant for the 2017-18 award year is $5,920 for students enrolled full time; awards are reduced for students enrolled less than full time.

Pell Grant awards are applied toward tuition and fees on the student's SCU account. Any remaining grant funding is paid directly to the student.

Satisfactory Academic Progress

To be eligible for federal financial aid (including Federal Parent and Graduate Plus Loans, Federal Pell Grants, and Federal Work-Study), SCU students, in addition to other eligibility criteria, must maintain federal standards for satisfactory academic progress (SAP) in their graduate or undergraduate program as described below.

Additionally, students who do not meet satisfactory academic progress are not eligible to receive state or University financial aid.

SAP standards include three criteria: GPA, pace, and maximum time frame.

GPA

Students requesting financial aid are expected to maintain a cumulative grade point average (GPA) of 2.0 or better. Grades of passing or satisfactory, and credits/hours earned for lecture and/or performance constitute successful completion. A student with a cumulative GPA of 2.0 or better is considered to be in Good Academic Standing.

Students who fail to maintain the minimum GPA will be given a warning status for one academic term, during which they will continue to receive financial aid. This term is referred to as a Financial Warning Period. At the end of the term, the cumulative GPA requirements must be met, or students will be suspended from their aid eligibility until they once again meet the GPA requirement.

GPAs are reviewed at the end of each trimester (Fall, Spring, and Summer).

Pace Requirement

To maintain satisfactory academic progress, students requesting financial aid must complete at least 67% of the units attempted each trimester (including transfer credits). This includes repeat courses, incompletes, withdrawals and non-passing grades.

The formula for pace is: completed term units (including transfer credits) divided by the number of attempted term units (completed units and all units with a non-passing grade on the student's academic record).

Students who fail to maintain the required pace will be given a warning status for one academic trimester, referred to as a Financial Warning Period.

Pace is reviewed at the end of each trimester (Fall, Spring, and Summer).

Maximum Time Frame

Students requesting financial aid are expected to complete an academic program within a reasonable time frame (including transfer credits): 150% of published program length.

Students who fail to complete their program within 150% of the published terms/credits/hours may continue in their programs, however, they are suspended from future financial aid. Federal regulations state that a student is ineligible for additional aid when it becomes mathematically impossible to complete their program within 150% of the published program length.

Time frame is reviewed at the end of each trimester (Fall, Spring, and Summer).

SAP Standards by Program

Doctor of Chiropractic - 224.5 Units / 10 Terms

- Qualitative Measurement – GPA Standard 2.0
- Quantitative – Pass at least 67% of credits/hours attempted each term
- Maximum time frame is 150% of published program completion
    - 337 units attempted maximum
    - 15 terms attempted maximum

Master of Acupuncture and Oriental Medicine – 153 Units / 9 Terms

- Qualitative Measurement – GPA Standard 2.0
- Quantitative – Pass at least 67% of units attempted each term
- Maximum time frame is 150% of published program completion
    - 230 units attempted maximum
    - 14 terms attempted maximum

Doctorate of Acupuncture and Chinese Medicine -211 Units / 10 Terms

- Qualitative Measurement – GPA Standard 2.0
- Quantitative – Pass at least 67% of units attempted each term
- Maximum time frame is 150% of published program completion
    - 317 units attempted maximum
    - 15 terms attempted maximum

Bachelor Degree in Biological Sciences – 128 Units / 6 Terms

- Qualitative Measurement – GPA Standard 2.0
- Quantitative – Pass at least 67% of units attempted each term
- Maximum time frame is 150% of published program completion
    - 192 units attempted maximum
    - 9 terms attempted maximum

Ayurveda Wellness Certificate Program - (600 Clock Hours / 45 Weeks

- Qualitative Measurement – GPA Standard 2.0
    - Cumulative GPA will be measured after the student has attempted 301 clock hours
- Quantitative Measure
    - Successfully complete 67% or 402 clock hours within 22.5 weeks
- Maximum timeframe is 150% of published program completion
    - 900 attempted clock hours maximum
    - 68 attempted weeks maximum

Ayurveda Practitioner Certificate Program - 900 Clock Hours / 45 Weeks

- Qualitative Measurement – GPA Standard 2.0
    - Cumulative GPA will be measured after the student has attempted 450 clock hours
- Quantitative Measure
    - Successfully complete 67% or 603 clock hours within 22.5 weeks

- Maximum timeframe is 150% of published program completion
    - 1350 attempted clock hours maximum
    - 68 attempted weeks maximum

Massage Therapy Certificate Program - 500 Clock Hours / 22 Weeks

- Qualitative Measurement – GPA Standard 2.0
    - Cumulative GPA will be measured after the student has attempted 250 clock hours.
- Quantitative Measure
    - Successfully complete 67% or 335 clock hours within 11 weeks
- Maximum timeframe is 150% of published program completion
    - 750 attempted clock hours maximum
    - 33 attempted weeks maximum

Financial Aid Suspension for Failure to Maintain Satisfactory Academic Progress

At the end of each term the Financial Aid Office notifies students in writing who do not meet satisfactory academic progress. Students who fail to meet satisfactory academic progress during the Financial Warning Period are disqualified from receiving future financial aid at SCU. Students who are academically dismissed are also not eligible to receive financial aid at SCU.

Appeal Process

Any student whose aid has been suspended due to failure to maintain satisfactory academic progress may appeal the determination.

Appeals for regaining eligibility are based on extenuating circumstances. Examples of extenuating circumstances include, but are not limited to: injury, extended illness, and death of an immediate family member, military duty, or a one-time extenuating or unusual circumstance. All appeal requests must be submitted to the Financial Aid Office no later than Week 1 of the term following the suspension notification.

Students who have their financial aid suspended must submit the following documentation when requesting an appeal:

1. SCU Satisfactory Academic Progress Appeal Form with a full explanation of the circumstances that lead to the student's inability to meet SAP and what has been done to resolve the issue
2. Supporting documentation, that may include letters from doctors, therapists, police reports, etc., verifying the circumstances
3. Academic Plan from the Academic Service Office (ASO)

Appeal documents should be submitted in person. Faxed documents cannot be accepted.

Students who have appeal requests approved will have financial aid reinstated for one term following the suspension. During the reinstatement term, the student will be placed on a Financial Aid Probation status. The student's academic plan, which outlines the standards they must meet each term to maintain probation status, will be monitored carefully. Students will remain on probation status for the length of their academic plan provided they meet the conditions of their academic plan each term.

If it is determined that at any time during the probation period that a student cannot successfully fulfill the probation requirements, he/she will be suspended from receiving financial aid. If the student is suspended from receiving federal aid, he/she may apply for a private alternative loan.

All SAP appeal decisions are final.

Terms and 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. The University adheres to the provisions of the Family Educational Rights and Privacy Act (FERPA). As part of the FERPA, students must sign an authorization form to allow access to their information to third parties other than those providing and administering aid programs (including parents and spouses). The student has the right to change or update the authorization form upon request.

Right of Access to Education Records

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. Aid is awarded to students based on the assumption that the student will attend classes on a full-time basis. Enrolling in less than full time will result in a proration of aid awards.

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.

Veterans Administration Benefits

Southern California University of Health Sciences (SCU) Financial Aid Office offers assistance with applying for education benefits. The following Veterans Administration (VA) benefits are available to veterans and dependents:

- Chapter 33 (Post 9/11 GI Bill)
- Chapter 33 (Transfer Post 9/11 GI Bill to Spouse and Dependents) - http://www.benefits.va.gov/gibill/post911_transfer.asp
- Chapter 30 (Montgomery GI Bill Active Duty) - http://www.benefits.va.gov/gibill/mgib_ad.asp
- Chapter 31 (Vocational Rehabilitation) - http://www.vba.va.gov/bln/vre/
- Chapter 1606 (Montgomery GI Bill – Reservists) - http://www.benefits.va.gov/gibill/mgib_sr.asp
- Chapter 1607 (Montgomery GI Bill – Reserve Education Assistance Program) - http://www.benefits.va.gov/gibill/reap.asp
- Chapter 35 (Dependents Education Assistance) - http://www.benefits.va.gov/gibill/dea.asp

The VA requires all entering veterans to be formally admitted to the University before applying for VA benefits, however, veterans are asked to contact the Financial Aid Office well in advance of enrollment so that the necessary arrangements may be made with the Veterans Administration.

Yellow Ribbon Program

Southern California University of Health Sciences is a proud participant of the Post-9/11 GI Bill Yellow Ribbon Program. The Yellow Ribbon Program payment is paid directly to SCU on behalf of the student. The VA matches each dollar that SCU contributes up to 100% of the difference between tuition and fees charged to the student. The combined school and VA contribution cannot exceed tuition and fees charged to the student.

Eligibility

- Only individuals entitled at the 100% benefit level (or their dependents using transferred entitlement) may receive Yellow Ribbon funding
- Students who served at least 36 months or more on active duty, and
- Students who served at least 30 continuous days on active duty, and were discharged due to service-connected disability

The following individuals are not eligible for the Yellow Ribbon Program:

- Active Duty personnel
- Spouses of Active Duty personnel using Transferred Entitlement
- Fry Scholarship recipients

If you are eligible, SCU will make the additional funds available for your education program without an additional charge to your GI Bill entitlement. This award is allocated on a first-come, first-served basis. Only veterans entitled to the maximum benefit rate under the Post-9/11 GI Bill may receive this funding.

Student Responsibilities

Students must be formally admitted to the University before applying and receiving VA benefits. Students may apply for VA benefits online at https://www.ebenefits.va.gov/ebenefits/vonapp. If students are unable to apply online, they can call 1-888-442-4551 and ask that an application be mailed to them. Students who have not received VA benefits before must file an original application. Students who have previously received VA benefits must file a Request for Change of Program or Place of Training. Students applying for Chapter 33 in lieu of (or relinquishing) another benefit should complete a VA Form 22-1990.

Required Documentation

To apply for VA benefits at SCU, the following documents must be submitted to the Financial Aid Office:

- SCU VA Benefits Certification Request Form (available at http://www.scuhs.edu/admissions/veterans/)
- SCU Yellow Ribbon Certification Request Form (if applicable, available at http://www.scuhs.edu/admissions/veterans/)
- Copy of the DD Form 214 (Certificate of Release of Discharge from Active Duty, or “DD214”)
- Copy of the VA Certificate of Eligibility Letter

Maintaining Eligibility

The condition of payment by the Veterans Administration of Educational Benefits is based upon actual attendance and maintaining Satisfactory Academic Progress (SAP) within the program of enrollment. Veterans

must successfully maintain Satisfactory Academic Progress (see SAP Policy for more detail). Veterans not meeting SAP after two terms will be disqualified and VA benefits will be terminated.

Additional questions regarding VA benefits should be directed to the Financial Aid Office and/or the Veterans Administration.

Payment of Tuition and Fees

Tuition and fees can be paid upon completion 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 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. Refer to specific program sections in this catalog for specific program tuition and fee information.

Student Accounts is responsible for ensuring accurate billing of tuition and fees. Contact Student Accounts by visiting OneStop Enrollment Services in Building B or email studentaccounts@scuhs.edu.

Campus Technology

MySCU

SCU's online campus portal is MySCU. MySCU includes SCU's learning management system (eLearning) and acts as a single point of access for a variety of campus information. University policies, campus safety procedures, financial aid forms, class schedules, campus news, library databases, and other electronic resources are available to faculty, staff, and students on MySCU. Incoming students receive login credentials and learn to navigate MySCU during orientation.

ExamSoft

ExamSoft is SCU's designated exam management system for graduate students. Electronic testing allows students and faculty to monitor progress toward academic benchmarks at a detailed level, and helps to identify areas where tutoring or other resources may be needed.

Students are responsible for downloading exams onto their iPads via an ExamSoft program called Examplify. Students then login to the Examplify program using a password provided by their instructor. Students work offline; Examplify locks the iPad so that once a student begins an exam nothing else on the device can be used until the exam is closed. Upon completion, Examplify uploads the answers for faculty use and deletes the exam files from the iPad.

iPad Requirement

Students entering a master or doctorate program at SCU are required to have an iPad.

iPads are used throughout the curriculum to support instruction. Examinations are electronically administered on the iPad via Examplify.

Students are responsible for the purchase, upkeep and protection of their iPads. It is important to bring a fully charged iPad and charger to campus each day.

The iPad is needed at the beginning of the first term orientation session. At orientation, students receive instruction on the use Examplify for taking exams, Examplify is installed, email is setup, and Wi-Fi is connected.

iPad Technical Requirements

- At a minimum, a regular iPad with 9.7-inch screen, Wi-Fi, and 32GB is recommended.
    - iPad Pro models are also acceptable
- If you intend to store significant content, choose a device with 32GB or 64GB.
- A cellular enabled iPad provides greater mobility but increases the cost of the device and requires a data plan.
- The iPad mini does not meet our requirements as its screen size may not be adequate for some applications. This could be a disadvantage when you are viewing or testing with some educational materials.

Additional options:

- Apple Care+ protection plan for extended technical support and accidental damage protection.
- Safeware.com offers additional insurance coverage for accidental damage and theft.

Tests are administered through Examplify on the iPad. In order for Examplify to run efficiently, the iPad must have:

- iOS 8, iOS9, and iOS10 (Only genuine versions of iOS are supported).
    - This requirement is likely to change over time and may require upgrading to a new iOS.
- 30% charge to commence a Secure Exam
- 500 MB of free space required to commence an exam
- Not been “Jail Broken”

While older model iPads (iPad 3, iPad 4, iPad Air) are supported by the testing software, current model iPads are encouraged. Examplify (ExamSoft) may change the list of supported devices at any time, leaving older devices unsupported. A newer iPad is more likely to retain its usefulness throughout an entire degree program.

Academic Calendar 2017-2020

Year	Trimester	Begins	Ends
2017	**Spring**	January 9, 2017	April 21, 2017
	Summer	May 8, 2017	August 18, 2017
	Fall	September 4, 2017	December 15, 2017
2018	**Spring**	January 8, 2018	April 20, 2018
	Summer	May 7, 2018	August 17, 2019
	Fall	September 3, 2018	December 14, 2018
2019	**Spring**	January 7, 2019	April 19, 2019
	Summer	May 6, 2019	August 16, 2019

Year	Trimester	Begins	Ends
	Fall	September 9, 2019	December 20, 2019
2020	**Spring**	January 13, 2020	April 24, 2020
	Summer	May 11, 2020	August 21, 2020
	Fall	September 7, 2020	December 18, 2020

Registration

New Student Registration

Students who have matriculated into the University are typically registered for classes two weeks prior to the first day of classes. Registration is managed by the Registrar's Office for all students on a standard schedule. Students who have not paid tuition, and do not have a deferment, or who owe money to the University will not be registered until cleared by the Student Accounts Office. Students seeking to transfer credits from another approved graduate degree program and/or are seeking to modify their schedule must follow the registration process outlined below for Special Schedule students.

Contingent Admission

No student will be allowed to register or receive financial aid until his or her admission file is complete. The only acceptable contingency are instances where the University has evidence that a prerequisite class is in progress prior to matriculation and the issuance of the final official transcript is pending. In the rare instance that the official transcript is received with a non-transferable grade after the matriculation date the student will be administratively withdrawn from the University.

Continuing Student Registration

Registration for all continuing students (except for those who require a special schedule) occurs during the 12th and 13th week of the prior trimester. Registration is managed by the Registrar's Office for all students on a standard schedule. Students who have not paid tuition, and do not have a deferment, or who owe money to the University will not be registered until cleared by the Student Accounts Office.

Students who need to choose selective courses receive email notice from the Registrar with instructions for registration.

Enrollment

Once a student has completed the registration process and has made financial arrangements with the Student Accounts Office, he or she will be officially enrolled.

Verification of enrollment for financial aid is certified by the Registrar's Office for two trimesters. All questions pertaining to interpretation of information requested on the forms must be directed to the Financial Aid Office. The University is required to notify loan agencies within 10 days of any change in enrollment status.

Course Schedules

The degree programs at SCU follow a cohort model, meaning that students within a program are expected to take the same classes together with their classmates for the duration of their program. Students who stay with their cohort follow a standard course schedule. In instances where a student desires or is required to become a special schedule student (those with a non-standard schedule) he or she must meet with the director of the Academic Support Office and the applicable college dean to receive permission to do so.

Special Schedule Registration

Students that receive approval from their program dean to drop a class, or students that fail a class, are classified as special schedule students. For special schedule students, the director of the Academic Support Office does the following: creates a next trimester schedule for each student by week 10 of the current trimester; meets with each student to review their schedule for next trimester by the 11th week; and registers each student in their classes by the 11th week. Doctor of Chiropractic Program special schedule students register for selective classes on their own during registration week.

Late Registration

Late registration for graduate degree programs is the first day of class of the 14th week of the prior trimester. Registration is not complete until a student has registered and is cleared of financial or academic obligation. The fee for late registration is $100.

Add/Drops

Students wishing to add or drop a course after the registration period must complete and submit a “Student Request for Add/Drop of Courses” form (available on MySCU) to the Registrar. Courses will not be officially added or dropped until approved by the applicable college dean or program director.

Graduate program students wishing to add a course after registration must submit the “Student Request for Add/Drop of Courses” before the 8th calendar day of the trimester. Undergraduate degree program students must add a course before the first Thursday of the course.

Graduate program students wishing to drop a course after registration must do so before the 8th calendar day of the trimester, or the course will be recorded on the student’s permanent record. If a course is dropped during weeks 2 through 10 of the trimester the student will receive a grade of Withdrawal (W) for the course. If a course is dropped during weeks 11 through 15 of the trimester the student will receive a grade of Withdrawal Fail (WF) for the course.

Undergraduate degree program students wishing to drop a course after registration must do so before the first Thursday of the course. If a course is dropped after the first Thursday of the course, the student will receive a grade of Withdrawal (W) for the course.

Official Roll Call

Official roll call is the first week of each trimester. If a student misses roll call, he or she must contact the instructor before the end of the week so they are not reported absent.

Grade Notification

Grades are posted on MySCU approximately one week before the start of each new trimester. Unofficial transcripts may also be viewed on MySCU.

Student ID Cards

Students are issued identification cards from OneStop Enrollment Services during orientation. To receive a student ID card, students must provide their student ID number.

Change of Personal Information

Address/Telephone Number

The student is responsible for notifying the Registrar's Office in writing within 48 hours of any change in address and/or telephone number. The University is not responsible for any penalties assessed for failure to receive notices as a result of an incorrect address. Change of address and other forms are available at: http://www.scuhs.edu/resources/registrar/

Name

University policy requires an official certified/recorded document as proof of a name change. A Name Change Decree must have the signature and seal of the County Recorder's Office. Contact the Registrar's Office for more information.

Requests for Transcripts

To request transcripts, submit a completed Transcript Request Form (available at www.scuhs.edu/resources/registrar) to the Registrar's Office via mail, fax, or email.

Southern California University of Health Sciences
OneStop Enrollment Services
16200 Amber Valley Drive
Whittier, CA 90604

Fax: (562) 902-3306

Registrar@scuhs.edu

Cost of transcripts is $10.00 per transcript, per program. Additional fees for services may apply. Fees may be paid by check, cash, money order, or credit card.

Regular service (pick up or first-class USPS mail processed within five business days of receipt) is free. No tracking information or delivery receipt is available for this service.

Rush service (request submitted before 5:00pm) fee is $15.00. Requests are processed the following business day and transcripts are ready for pick up or are mailed first-class USPS mail. No tracking information or delivery receipt is available for this service.

Expedited processing and delivery (request submitted before 5:00pm) fee is $15.00 plus $22.95 for USPS Priority Mail Express or an applicable FedEx charge. Tracking information is provided.

LOS ANGELES COLLEGE OF CHIROPRACTIC

Mission

The mission of the Los Angeles College of Chiropractic is to:

1. Educate and train doctors of chiropractic in evidence-based practice with an emphasis on neuromusculoskeletal and wellness healthcare;
2. Develop competent, professional and ethical doctors of chiropractic who embrace life-long learning;
3. Uniquely provide diverse educational experiences with measurable learning outcomes;
4. Contribute to the financial stability of the University;
5. Actively provide service to the University, community, and profession;
6. Train the most skilled graduates in the chiropractic manual arts;
7. Encourage and produce exemplary scholarly activity.

Doctor of Chiropractic

Los Angeles College of Chiropractic offers a 10-trimester (three years and four months), full-time Doctor of Chiropractic Program. Beginning in the seventh trimester, students gain hands-on clinical experience treating patients. Students and graduates of the Doctor of Chiropractic Program are eligible to sit for the National Board of Chiropractic Examiners (NBCE) licensure examinations.

Accreditation

The Doctor of Chiropractic Degree Program at SCU is accredited by the Commission on Accreditation of the Council on Chiropractic Education (CCE), 8049 N. 85th Way, Scottsdale, AZ 85258-4321. Phone: (480) 443-8877.

The Doctor of Chiropractic Program at SCU is also approved by the California Board of Chiropractic Examiners.

Program Learning Outcomes

Assessment and Diagnosis

The graduate will be able to utilize appropriate clinical reasoning skills to accurately assess and diagnose patient conditions.

Management Plan

The graduate will be able to develop, implement, and monitor a comprehensive patient care plan.

Health Promotion and Disease Prevention

The graduate will be able to apply epidemiological principles to promote health and prevent disease.

Communication and Record Keeping

The graduate will be able to communicate professionally.

Professional Ethics and Jurisprudence

The graduate will be able to exhibit legal and ethical behavior as a health care professional.

Information and Technology Literacy

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

Chiropractic Manipulation

The graduate will be able to deliver appropriate, safe, and effective chiropractic manipulation.

Inter-professional Collaboration

The graduate will have the skills to coordinate and collaborate with other healthcare professionals as a member of an inter-professional healthcare team to plan and manage patient-centered care.

Foundational Knowledge

The graduate will develop and apply a foundation of biological science knowledge to build professional competence.

Admissions

Upon submission of the online application form and the application fee, applicants are contacted by an admissions advisor to assist with the process. It is suggested that applicants submit other application items within two or three weeks of the online application.

Applicants should apply approximately one year prior to their anticipated entry date. Applications are accepted on a rolling basis as space permits, and early submissions are encouraged. Only applications complete with all required documents will be reviewed.

Application Requirements

Applicants for admission must provide:

- Completed application for admission. *The online form is available and submitted through www.scuhs.edu*
- $50 application fee (non-refundable). *Submit with the application form. Credit card payments are accepted through the online application for admission. Or make a check or money order payable to SCU.*
- Graduating high school transcript. *Request from the high school to have it sent directly to SCU in a sealed envelope, or arrange through parchment.com or studentclearinghouse.org*
- AP Exam Scores (if applicable). *Order from the College Board and have them sent directly to SCU.*
- Official transcripts from each college and/or university previously attended, showing all course work completed or in progress. *Request from each college and/or university to have it sent directly to SCU in a sealed envelope, or arrange through parchment.com or studentclearinghouse.org If you attended an international institution you must have transcripts evaluated into the U.S. grading system through WES (www.WES.org).*
- Personal statement of motivation, minimum of 300 words (include a personal history and indication of why you are pursuing the chiropractic degree program, your understanding of the field, and a summary

of your academic background and strengths and how they have prepared you for the chiropractic degree). *Include in the online application and/or email separately.*

- Two letters of recommendation (these cannot be from a relative and it is preferable that at least one is from a doctor of chiropractic, acupuncture/oriental medicine practitioner, college professor or other health care practitioner). *Letters should be mailed by each author directly to SCU.*
- Scanned copy of applicant's valid driver's license or passport.
- Scanned copy of applicant's Social Security Card.

Please have transcripts, letters of recommendation, and/or other print items mailed to:

SCU Office of Admissions
16200 Amber Valley Drive
Whittier, CA 90604

Scans and other electronic items may be emailed to an admissions advisor or to admissions@scuhs.edu

Applicants must also complete a successful admissions interview:

- 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.

Applicants with prerequisites in progress must complete them 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 Doctor of Chiropractic 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.

International Students

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.

Academic Requirements

In order to qualify for admission to the Los Angeles College of Chiropractic (LACC) Doctor of Chiropractic program (DCP), students should demonstrate goals, abilities, and character consistent with the University's mission.

- 90 college semester units from an institution accredited by an agency recognized by the U.S. Department of Education or an equivalent foreign agency.
    - Cumulative Grade Point Average (GPA) of 3.0 or above on a 4.0 scale.
- Prerequisite science course requirement: 24 college semester units total of life and/or physical sciences completed within the last 7 years

- 12 semester units must have a lab component
- One biology course
- One chemistry course

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.

A maximum of 20 semester units of a candidate's pre-professional academic requirements may be acquired through College Level Examination Program (CLEP) examinations or through challenged courses (except for the 24 units of the sciences).

Students for whom English is not their primary language 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

Prospective students whose GPA for the 90 college semester units of pre-requisite coursework is below 3.0 on a 4.0 scale may be considered for admission to the DCP into a special Alternative Admission Track Plan (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 units and/or has a GPA for these 90 semester units of less than 2.75 on a 4.0 scale completed within the last 7 years.
- Successful completion of at least one college science course in biology and one college science course in chemistry.
- While attending SCU, students must participate in a prescribed academic success program designed to optimize the ability of AATP students to succeed in the program. This consists of:
    - a 12-term DC program track (or other further reduced schedule);
    - 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;
    - attend prescribed workshops focusing on learning and academic success.

Contact the Office of Admissions for more information about the Alternative Admission Track Plan.

Physical Requirements

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.

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. 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 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.
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.

Transfer Students from other Chiropractic Programs

Southern California University of Health Sciences may accept credits of students transferring from chiropractic colleges accredited by the Council on Chiropractic Education (CCE). 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 in order to receive a diploma 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 Los Angeles College of Chiropractic.

Evaluation and Placement

Evaluation and placement of transfer students shall be made by the dean of LACC upon receipt of the following by the SCU Office of Admissions:

- 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 may be evaluated and accepted;
- $50 application fee;
- Letter of good standing from the previous chiropractic institution attended;
- All general requirements for admission (Note: a minimum of 25% 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 LACC for details.

Degree 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 Intern 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.

Tuition and Fees

Current tuition and fee requirements may be obtained from OneStop Enrollment Services. 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. For the 2017-2018 academic year, tuition for incoming students to the DC Program is $11,309 per trimester. Tuition for incoming AATP (12-trimester) students is $9,424 per trimester. Fees per trimester are $264. The estimated cost of books and equipment per trimester is $742. A graduation fee of $150 is charged during the last trimester of enrollment.

Academic mentoring is $500 per term or $35 per week for students on Academic Probation as determined by the Academic Review and Support Committee.

Conditions for tuition refunds are described in SCU Policy 7.6.2.

Representative Schedule of Courses: Doctor of Chiropractic

Course Number	Course Title	Lecture Hours	Lab Hours	Total Hours	Units
Trimester I – Offered Fall & Spring					
CBS0106	History of Healthcare	15	0	15	1
CTAP103	Cell and Tissue Anatomy and Physiology	45	0	45	3
CBS0107	Medical Terminology	15	0	15	1
CBS0108	Introduction to Ethics and Professional Behavior	15	0	15	1
GA0102	General Anatomy I	45	30	75	4
FAB101	Functional Anatomy and Biomechanics of the Human Spine	45	30	75	4
CP0103	Chiropractic Procedures I: Spinal Assessment and Associated Procedures (CP I)	15	60	75	3
DX110	Introduction to Physical Assessment	0	30	30	1
CT0101	Chiropractic Theories and Principles	30	0	30	2
	TOTAL	225	150	375	20
Trimester II – Offered Spring & Summer					
CBS0201	History Taking	30	0	30	2
CRE0201	Research and Evidence-Based Healthcare	30	0	30	2
GA0202	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
BN0213	Human Biochemistry (Lecture)	45	0	45	3
BN0213L	Human Biochemistry (Lab)	0	30	30	1
CP0204	Chiropractic Procedures II: Extremity Assessment and Associated Procedures (CP II)	15	60	75	3
	TOTAL	210	180	390	20
Trimester III – Offered Summer & Fall					
CPM0302	General and NMS Pathology	45	0	45	3
XR0305	X-Ray Physics and Protection	30	0	30	2
DX0310	Introductory Physical Examination Skills (IPES)	30	60	90	4
PH0302	Gastrointestinal, Genito-Urinary, and Endocrine Physiology (GIGU)	45	0	45	3
PH0311	Circulatory and Respiratory Physiology	30	15	45	2.5
NS0313	Neuroscience Lecture	60	0	60	4
NS0312L	Neuroscience Laboratory	0	30	30	1
CP0312	Chiropractic Procedures III: Soft Tissue and Mobilization Procedures (CP III)	15	75	90	3.5
	TOTAL	255	180	435	23

Representative Schedule of Courses: Doctor of Chiropractic, cont.

Course Number	Course Title	Lecture Hours	Lab Hours	Total Hours	Units
Trimester IV – Offered Fall & Spring					
CPM0409	Public Health	45	0	45	3
CPM0406	Systemic Pathology	60	0	60	4
DX0407	Clinical Orthopedic and Neurologic Assessment I (CONA I)	30	30	60	3
II410	Immunity and Infection (Lecture)	60	0	60	4
II410L	Immunity and Infection (Lab)	0	30	30	1
XR0515	Diagnostic Imaging Basics and Anatomy	30	30	60	3
BN0405	Biochemical Nutrition	45	0	45	3
CP0412	Chiropractic Procedures IV: Pelvis and Lumbar Procedures (CP IV)	15	75	90	3.5
ID0404	Integrative Competency Exam I (ICE I)	0	0	0	0
	TOTAL	285	165	450	24.5
Trimester V – Offered Spring & Summer					
DX0507	Clinical Orthopedic and Neurological Assessment II (CONA II)	30	30	60	3
XR0508	Image Interpretation I	30	30	60	3
BN0510	Clinical Nutrition	60	0	60	4
CP0510	Chiropractic Procedures V: Cervical and Thoracic Adjustive Procedures (CP V)	15	75	90	3.5
CL0523	Clinical Reasoning I	30	0	30	1
CP0515	Specialized Chiropractic Procedures	30	15	45	2.5
CN0500	Clinical Neurology	30	0	30	2
	Selectives *			30	2
	National Board of Chiropractic Examiners I (NBCE I)	0	0	0	0
	TOTAL			405	21

Representative Schedule of Courses: Doctor of Chiropractic, cont.

Course Number	Course Title	Lecture Hours	Lab Hours	Total Hours	Units
Trimester VI – Offered Summer & Fall					
CBN0601	Pharmacology/ Toxicology	30	0	30	2
CDX0601	Clinical Laboratory Diagnosis	30	0	30	2
DX0613	Differential Diagnosis I	60	0	60	4
XR0620	Image Interpretation II	60	30	90	5
PP0610	Scientific Basis of Chiropractic	45	0	45	3
CL0610	Clinical Reasoning II	0	30	30	1
CP0610	Chiropractic Procedures VI: Extremity Procedures and Review (CP VI)	0	60	60	2
CP0611	Physiological Therapeutics I	30	30	60	3
CL0605	Introduction to Clinic	15	0	15	0.5
PP0712	Ethics in Healthcare	15	0	15	1
XR0711	Radiology Positioning and Technology	15	0	15	1
ID0200	Integrative Competency Exam II (ICE II)	0	0	0	0
	Selectives *			60	4
	National Board of Chiropractic Examiners I (NBCE I)	0	0	0	0
	TOTAL			510	28.5
Trimester VII – Offered Fall & Spring					
CDX0707	Emergency Procedures	15	30	45	2
DX0708	Differential Diagnosis II	60	0	60	4
ID0716	DC Student Clerkship**	0	90	90	3
CL0703	Clinical Reasoning III	0	30	30	1
PP0702	Practice Management: Risk Management	15	0	15	1
CP0716	Chiropractic Procedures VII: Advanced Adjustive Procedures (CP VII)	0	60	60	2
DC1520	Chiropractic Jurisprudence	15	0	15	1
CP0707	Physiological Therapeutics II	30	30	60	3
DX0801	Introduction to Special Populations	60	0	60	4
ID03PT	Integrative Competency Exam III and Physiologic Therapeutics (ICE III & PT)	0	0	0	0
	Selectives *			60	4
	TOTAL			495	25

Representative Schedule of Courses: Doctor of Chiropractic, cont.

Course Number	Course Title	Lecture Hours	Lab Hours	Total Hours	Units
Trimester VIII – Offered Spring & Summer					
DX0807	Clinical Psychology	15	0	15	1
CL10T08	Chiropractic Internship I	0	360	360	12
CL0504	Clinical Reasoning IV	15	0	15	1
PP0801	Practice Management: Practice Development	30	0	30	2
CL0817	Practice Management: Coding and Billing	15	0	15	1
	Selectives *			60	4
	NBCE II, III, Physiotherapy	0	0	0	0
	TOTAL			495	21
Trimester IX – Offered Summer & Fall					
CL10T09	Chiropractic Internship II	0	360	360	12
ID0909	Integrative Competency Exam IV (ICE IV)	0	0	0	0
	Selectives *			120	8
	NBCE II, III, Physiotherapy	0	0	0	0
	NBCE IV	0	0	0	0
	TOTAL			480	20
Trimester X – Offered Fall & Spring					
CL10T10	Chiropractic Internship III	0	360	360	12
	Selectives *			105	7
	TOTAL			465	19

TOTAL HOURS

The course sequence, course numbers, course names, hours, and units are subject to change.
Completion of any equivalent prerequisite coursework is determined by the instructor(s), department chair(s), and/or dean(s).

**Selective course offerings vary by trimester.*

*** It is a common practice in medical education to refer students in clinical training as being in clinical "clerkship." The intent of clinical clerkship is to teach students the fundamentals of clinical examination, evaluation, and care provision. It encompasses a period of medical education in which students interact with real patients under the supervision of licensed health specialists. The terms "intern" and "internship" are currently used in association to our clinical students and training programs. An "intern" typically refers to a person already graduated in a professional field. In order to provide our clinical students and faculty with the most accurate representation of their roles, changes to terminology used in our clinical programs are being phased in over time.*

Representative Schedule–Doctor of Chiropractic–12-Term (Fall Start)

Course Number	Course Title	Lecture Hours	Lab Hours	Total Hours	Units
Trimester I – Fall					
GA0102	General Anatomy I	45	30	75	4
CTAP103	Cell and Tissue Anatomy and Physiology	45	0	45	3
FAB101	Functional Anatomy and Biomechanics of the Human Spine	45	30	75	4
DX110	Introduction to Physical Assessment	0	30	30	1
CP0103	Chiropractic Procedures I: Spinal Assessment and Associated Procedures (CP I)	15	60	75	3
	TOTAL	150	150	300	15
Trimester II – Spring					
CBS0107	Medical Terminology	15	0	15	1
CBS0108	Introduction to Ethics and Professional Behavior	15	0	15	1
CT0101	Chiropractic Theories and Principles	30	0	30	2
AE0201	Anatomy of the Extremities	30	60	90	4
EB0201	Biomechanics of the Extremities	15	0	15	1
CP0204	Chiropractic Procedures II: Extremity Assessment and Associated Procedures (CP II)	15	60	75	3
CBS0106	History of Healthcare	15	0	15	1
	TOTAL	135	120	255	13
Trimester III – Summer					
CP0312	Chiropractic Procedures III: Soft Tissue and Mobilization Procedures (CP III)	15	75	90	3.5
DX0310	Introductory Physical Examination Skills (IPES)	30	60	90	4
NS0313	Neuroscience Lecture	60	0	60	4
NS0312L	Neuroscience Laboratory	0	30	30	1
CBS0201	History Taking	30	0	30	2
BN0213	Human Biochemistry (Lecture)	45	0	45	3
BN0213L	Human Biochemistry (Lab)	0	30	30	1
CRE0201	Research and Evidence-Based Healthcare	30	0	30	2
	Selectives *			15	1
	TOTAL			420	21.5

Representative Schedule–Doctor of Chiropractic–12-Term (Fall Start), cont.

Course Number	Course Title	Lecture Hours	Lab Hours	Total Hours	Units
Trimester IV – Fall					
PH0302	Gastrointestinal, Genito-Urinary, and Endocrine Physiology (GIGU)	45	0	45	3
PH0311	Circulatory and Respiratory Physiology	30	15	45	2.5
XR0305	X-Ray Physics and Protection	30	0	30	2
CPM0302	General and NMS Pathology	45	0	45	3
CP0412	Chiropractic Procedures IV: Pelvis and Lumbar Procedures (CP IV)	15	75	90	3.5
BN0405	Biochemical Nutrition	45	0	45	3
	Selectives *			15	1
	TOTAL			315	18
Trimester V – Spring					
DX0507	Clinical Orthopedic and Neurological Assessment II (CONA II)	30	30	60	3
II410	Immunity and Infection (Lecture)	60	0	60	4
II410L	Immunity and Infection (Lab)	0	30	30	1
CPM0409	Public Health	45	0	45	3
XR0515	Diagnostic Imaging Basics and Anatomy	30	30	60	3
CPM0406	Systemic Pathology	60	0	60	4
ID0404	Integrative Competency Exam I (ICE I)	0	0	0	0
	Selectives*			15	1
	TOTAL			330	19
Trimester VI –Summer					
CP0510	Chiropractic Procedures V: Cervical and Thoracic Adjustive Procedures (CP V)	15	75	90	3.5
DX0507	Clinical Orthopedic and Neurological Assessment II (CONA II)	30	30	60	3
CL0523	Clinical Reasoning I	30	0	30	1
CP0515	Specialized Chiropractic Procedures	30	15	45	2.5
CN0500	Clinical Neurology	30	0	30	2
BN0510	Clinical Nutrition	60	0	60	4
XR0508	Image Interpretation I	30	30	60	3
	Selectives *			15	1
	TOTAL			390	20

Representative Schedule–Doctor of Chiropractic–12-Term (Fall Start), cont.

Course Number	Course Title	Lecture Hours	Lab Hours	Total Hours	Units
Trimester VII – Fall					
CP0610	Chiropractic Procedures VI: Extremity Procedures and Review (CP VI)	0	60	60	2
XR0711	Radiology Positioning and Technology	15	0	15	1
PP0712	Ethics in Healthcare	15	0	15	1
CDX0601	Clinical Laboratory Diagnosis	30	0	30	2
CL0610	Clinical Reasoning II	0	30	30	1
CL0605	Introduction to Clinic	15	0	15	0.5
DX0613	Differential Diagnosis I	60	0	60	4
XR0620	Image Interpretation II	60	30	90	5
CBN0601	Pharmacology/ Toxicology	30	0	30	2
CP0611	Physiological Therapeutics I	30	30	60	3
PP0610	Scientific Basis of Chiropractic	45	0	45	3
ID0200	Integrative Competency Exam II (ICE II)	0	0	0	0
	Selectives *			15	1
	TOTAL			465	25.5
Trimester VIII – Spring					
CP0716	Chiropractic Procedures VII: Advanced Adjustive Procedures (CP VII)	0	60	60	2
DX0801	Introduction to Special Populations	60	0	60	4
CL0703	Clinical Reasoning III	0	30	30	1
DX0708	Differential Diagnosis II	60	0	60	4
CDX0707	Emergency Procedures	15	30	45	2
PP0702	Practice Management: Risk Management	15	0	15	1
DC1520	Chiropractic Jurisprudence	15	0	15	1
ID03PT	Integrative Competency Exam III and Physiologic Therapeutics (ICE III & PT)	0	0	0	0
	Selectives *			30	2
	TOTAL			315	17
Trimester IX – Summer					
PP0801	Practice Management: Practice Development	30	0	30	2
CL0817	Practice Management: Coding and Billing	15	0	15	1
DX0807	Clinical Psychology	15	0	15	1
CL0504	Clinical Reasoning IV	15	0	15	1
ID0716	DC Student Clerkship**	0	90	90	3
	Selectives *			75	5
	TOTAL			240	13

Representative Schedule–Doctor of Chiropractic–12-Term (Fall Start), cont.

Course Number	Course Title	Lecture Hours	Lab Hours	Total Hours	Units
Trimester X – Fall					
CL10T08	Chiropractic Internship I	0	360	360	12
	Selectives *			75	5
	TOTAL			435	17
Trimester XI – Spring					
CL10T09	Chiropractic Internship II	0	360	360	12
ID0909	Integrative Competency Exam IV (ICE IV)	0	0	0	0
	Selectives *			90	6
	TOTAL			450	18
Trimester XII – Summer					
CL10T10	Chiropractic Internship III	0	360	360	12
	Selectives *			90	6
	TOTAL			450	18
	TOTAL HOURS				

The course sequence, course numbers, course names, hours, and units are subject to change.
Completion of any equivalent prerequisite coursework is determined by the instructor(s), department chair(s), and/or dean(s).

**Selective course offerings vary by trimester.*

*** It is a common practice in medical education to refer students in clinical training as being in clinical "clerkship." The intent of clinical clerkship is to teach students the fundamentals of clinical examination, evaluation, and care provision. It encompasses a period of medical education in which students interact with real patients under the supervision of licensed health specialists. The terms "intern" and "internship" are currently used in association to our clinical students and training programs. An "intern" typically refers to a person already graduated in a professional field. In order to provide our clinical students and faculty with the most accurate representation of their roles, changes to terminology used in our clinical programs are being phased in over time.*

Representative Schedule–Doctor of Chiropractic–12-Term (Spring Start)

Course Number	Course Title	Lecture Hours	Lab Hours	Total Hours	Units
Trimester I – Spring					
GA0102	General Anatomy I	45	30	75	4
CTAP103	Cell and Tissue Anatomy and Physiology	45	0	45	3
FAB101	Functional Anatomy and Biomechanics of the Human Spine	45	30	75	4
DX110	Introduction to Physical Assessment	0	30	30	1
CP0103	Chiropractic Procedures I: Spinal Assessment and Associated Procedures (CP I)	15	60	75	3
	TOTAL	150	150	300	15
Trimester II – Summer					
CBS0107	Medical Terminology	15	0	15	1
CBS0108	Introduction to Ethics and Professional Behavior	15	0	15	1
CT0101	Chiropractic Theories and Principles	30	0	30	2
AE0201	Anatomy of the Extremities	30	60	90	4
EB0201	Biomechanics of the Extremities	15	0	15	1
CP0204	Chiropractic Procedures II: Extremity Assessment and Associated Procedures (CP II)	15	60	75	3
GA0202	General Anatomy II	45	30	75	4
	TOTAL			315	16
Trimester III – Fall					
CP0312	Chiropractic Procedures III: Soft Tissue and Mobilization Procedures (CP III)	15	75	90	3.5
DX0310	Introductory Physical Examination Skills (IPES)	30	60	90	4
NS0313	Neuroscience Lecture	60	0	60	4
NS0312L	Neuroscience Laboratory	0	30	30	1
	Selectives *			15	1
	TOTAL			285	13.5

Representative Schedule–Doctor of Chiropractic–12-Term (Spring Start), cont.

Course Number	Course Title	Lecture Hours	Lab Hours	Total Hours	Units
Trimester IV – Spring					
CBS0201	History Taking	30	0	30	2
BN0213	Human Biochemistry (Lecture)	45	0	45	3
BN0213L	Human Biochemistry (Lab)	0	30	30	1
CP0412	Chiropractic Procedures IV: Pelvis and Lumbar Procedures (CP IV)	15	75	90	3.5
BN0405	Biochemical Nutrition	45	0	45	3
	Selectives *			15	1
	TOTAL			255	13.5
Trimester V – Summer					
CBS0106	History of Healthcare	15	0	15	1
CRE0201	Research and Evidence-Based Healthcare	30	0	30	2
PH0302	Gastrointestinal, Genito-Urinary, and Endocrine Physiology (GIGU)	45	0	45	3
PH0311	Circulatory and Respiratory Physiology	30	15	45	2.5
XR0305	X-Ray Physics and Protection	30	0	30	2
CPM0302	General and NMS Pathology	45	0	45	3
	Selectives *			15	1
	TOTAL			225	14.5
Trimester VI –Fall					
DX0407	Clinical Orthopedic and Neurologic Assessment I (CONA I)	30	30	60	3
II410	Immunity and Infection (Lecture)	60	0	60	4
II410L	Immunity and Infection (Lab)	0	30	30	1
CPM0409	Public Health	45	0	45	3
XR0515	Diagnostic Imaging Basics and Anatomy	30	30	60	3
CPM0406	Systemic Pathology	60	0	60	4
ID0404	Integrative Competency Exam I (ICE I)	0	0	0	0
	Selectives *			15	1
	TOTAL			330	19

Representative Schedule–Doctor of Chiropractic–12-Term (Spring Start), cont.

Course Number	Course Title	Lecture Hours	Lab Hours	Total Hours	Units
Trimester VII – Spring					
CP0510	Chiropractic Procedures V: Cervical and Thoracic Adjustive Procedures (CP V)	15	75	90	3.5
DX0507	Clinical Orthopedic and Neurological Assessment II (CONA II)	30	30	60	3
CL0523	Clinical Reasoning I	30	0	30	1
CP0610	Chiropractic Procedures VI: Extremity Procedures and Review (CP VI)	0	60	60	2
CP0515	Specialized Chiropractic Procedures	30	15	45	2.5
CN0500	Clinical Neurology	30	0	30	2
BN0510	Clinical Nutrition	60	0	60	4
XR0508	Image Interpretation I	30	30	60	3
	Selectives *			15	1
	TOTAL			450	23
Trimester VIII – Summer					
CP0610	Chiropractic Procedures VI: Extremity Procedures and Review (CP VI)	0	60	60	2
XR0711	Radiology Positioning and Technology	15	0	15	1
CDX0601	Clinical Laboratory Diagnosis	30	0	30	2
CL0610	Clinical Reasoning II	0	30	30	1
CL0605	Introduction to Clinic	15	0	15	0.5
DX0613	Differential Diagnosis I	60	0	60	4
XR0620	Image Interpretation II	60	30	90	5
CBN0601	Pharmacology/ Toxicology	30	0	30	2
CP0611	Physiological Therapeutics I	30	30	60	3
PP0610	Scientific Basis of Chiropractic	45	0	45	3
ID0200	Integrative Competency Exam II (ICE II)	0	0	0	0
	Selectives *			30	2
	TOTAL			465	25.5
Trimester IX – Fall					
DX0801	Introduction to Special Populations	60	0	60	4
CL0703	Clinical Reasoning III	0	30	30	1
DX0708	Differential Diagnosis II	60	0	60	4
PP0702	Practice Management: Risk Management	15	0	15	1
DC1520	Chiropractic Jurisprudence	15	0	15	1
CP0716	Chiropractic Procedures VII: Advanced Adjustive Procedures (CP VII)	0	60	60	2
CDX0707	Emergency Procedures	15	30	45	2
ID0716	DC Student Clerkship**	0	90	90	3
ID03PT	Integrative Competency Exam III and Physiologic Therapeutics (ICE III & PT)	0	0	0	0
	Selectives *			75	5
	TOTAL			450	23

Representative Schedule–Doctor of Chiropractic–12-Term (Spring Start), cont.

Course Number	Course Title	Lecture Hours	Lab Hours	Total Hours	Units
Trimester X – Spring					
PP0801	Practice Management: Practice Development	30	0	30	2
CL0817	Practice Management: Coding and Billing	15	0	15	1
DX0807	Clinical Psychology	15	0	15	1
CL0504	Clinical Reasoning IV	15	0	15	1
CL10T08	Chiropractic Internship I	0	360	360	12
	Selectives *			75	5
	TOTAL			510	22
Trimester XI – Summer					
CL10T09	Chiropractic Internship II	0	360	360	12
ID0909	Integrative Competency Exam IV (ICE IV)	0	0	0	0
	Selectives *			90	6
	TOTAL			450	18
Trimester XII – Fall					
CL10T10	Chiropractic Internship III	0	360	360	12
	Selectives *			90	6
	TOTAL			450	18

TOTAL HOURS

The course sequence, course numbers, course names, hours, and units are subject to change.
Completion of any equivalent prerequisite coursework is determined by the instructor(s), department chair(s), and/or dean(s).

**Selective course offerings vary by trimester.*

*** It is a common practice in medical education to refer students in clinical training as being in clinical "clerkship." The intent of clinical clerkship is to teach students the fundamentals of clinical examination, evaluation, and care provision. It encompasses a period of medical education in which students interact with real patients under the supervision of licensed health specialists. The terms "intern" and "internship" are currently used in association to our clinical students and training programs. An "intern" typically refers to a person already graduated in a professional field. In order to provide our clinical students and faculty with the most accurate representation of their roles, changes to terminology used in our clinical programs are being phased in over time.*

Sports Medicine

SCU offers three different sports medicine pathways for students in the Doctor of Chiropractic Program: Sports Medicine Track, Sports Medicine Honors, and the Chiropractic Sports Medicine Residency.

Sports Medicine Track

This offering gives chiropractic students a strong basic sports medicine foundation with coursework that is embedded within the DC program. Students who complete a minimum of 6 sports medicine selective courses receive a certificate of completion at the time of graduation.

There are no additional fees and the track is open to all Doctor of Chiropractic students. Selectives are taken throughout the 4th-10th trimesters (2nd and 3rd year). There is no application process. Students simply enroll in 6 of the qualifying selective courses.

Sports Medicine Honors

Sports Medicine Honors is for chiropractic students who are interested in more rigorous and immersive sports medicine education. Sports Medicine Honors students complete all 34 sports medicine courses. These courses are small, designed for cohorts of 15-25. Graduates receive a Doctor of Chiropractic Sports Medicine Honors Diploma. Interested students apply in their 3rd trimester and begin in their 4th.

Eligibility Requirements and Selection

Acceptance is competitive. The minimum specific requirements the applicant must meet for Sports Medicine Honors consideration include the following:

- 30 volunteer hours of Sports Medicine Event Participation at SCU during trimesters 1-3
- 4th trimester SCU DC student
- The following minimum cumulative GPA in trimesters 1-3 for initial acceptance:
    - 3.0 GPA with an undergraduate degree in a sports medicine field (or equivalent background)
    - 3.25 GPA without an undergraduate degree (or equivalent background) in a sports medicine related field

Application Requirements

Applicants for Sports Medicine Honors must provide the following items:

- Application form
- Letter of recommendation
- Cover letter defining Chiropractic Sports Medicine and how you see yourself integrating Sports Medicine into your career
- Current curriculum vitae; including description of SCU Sports Medicine Event participation hours
- Undergraduate and graduate school transcripts

Submit all items to Dr. David Foster at davidfoster@scuhs.edu by week 4 of trimester 3. Selected applicants will participate in an application interview.

Accepted students will be notified by letter and begin their program week 1 of the 4th trimester.

Maintenance Requirements

- 3.0 GPA in the DC Program
- 3.5 GPA in Sports Medicine selectives
- $150 per trimester lab/equipment fee
- Follow the Student Code of Ethics
- Travel to symposiums and conventions

Sports Medicine Honors Selectives

Trimester	Course Number	Course Title	Lecture Hours	Lab Hours	Total Hours	Units
Non-threaded						
4	SMS101	Sports Medicine Emergency Management and Standards of Care	2	0	2	2
7	SMS102	Sports Medicine Nutrition & Ergogenic Aids	2	0	2	2
10	SMS103	Sports Medicine Environment and the Athlete	2	0	2	2
10	SMS104	Sports Medicine Clinical Considerations	2	0	2	2
10	SMS105	Sports Medicine Leadership, Administration & Ethics	2	0	2	2
		TOTAL	10	0	10	10
Therapeutic Interventions						
4	SMS201	Sports Medicine Therapeutic Interventions I: Taping	2	0	2	2
8	SMS202	Sports Medicine Therapeutic Interventions II: Modalities and Manual Therapies	1	0	1	1
9	SMS203	Sports Medicine Therapeutic Interventions III: Post-Surgical/Orthopedic Rehab	1	0	1	1
9	SMS204	Sports Medicine Therapeutic Interventions IV: Rehabilitation of the Extremities	1	0	1	1
9	SMS205	Sports Medicine Interventions V: Rehabilitation of the Spine	2	0	2	2
9	SMS206	Sports Medicine Interventions VI: Advanced Taping and Bracing	1	0	1	1
9	SMS207	Sports Medicine Therapeutic Interventions VII: Psychosocial Strategies in Athletics	1	0	1	1
		TOTAL	9	0	9	9
Clinical Experience and Research						
4	SMS301	Sports Medicine Research & Clinical Experience I: Foundations of EBP	0	1	1	0.5
5	SMS302	Sports Medicine Research & Clinical Experience II: Research Design & Biostatistics	0	4	4	2
6	SMS303	Sports Medicine Research & Clinical Experience III: Analyzing a Problem	0	3	3	0.5
7	SMS304	Sports Medicine Research & Clinical Experience IV: Proposing a Solution	0	3	3	1.5

Sports Medicine Selectives, cont.

Trimester	Course Number	Course Title	Lecture Hours	Lab Hours	Total Hours	
Clinical Experience and Research, cont.						
8	SMS305	Sports Medicine Research & Clinical Experience V: Managing Data	0	3	3	1.5
9	SMS306	Sports Medicine Research & Clinical Experience VI: Collecting Data and Evaluating Findings	0	3	3	1.5
10	SMS307	Sports Medicine Research & Clinical Experience VII: Completing and Disseminating Findings	0	3	3	1.5
		TOTAL	0	20	20	9
Diagnosis						
5	SMS401	Sports Medicine Examination and Diagnosis I: PPE	1	0	1	1
5	SMS402	Sports Medicine Examination and Diagnosis II: Lumbar, Pelvis & Lower Extremity	1	0	1	1
6	SMS403	Sports Medicine Examination and Diagnosis III: Head, Neck & Spine	1	0	1	1
6	SMS404	Sports Medicine Examination and Diagnosis IV: Upper Extremity	1	0	1	1
7	SMS405	Sports Medicine Examination and Diagnosis V: Neurophysiology of Concussion	1	0	1	1
8	SMS406	Sports Medicine Examination and Diagnosis VI: Internal Medicine & General Medical Conditions	1	0	1	1
10	SMS407	Sports Medicine Examination and Diagnosis VII: Imaging for Athletic Injuries	2	0	2	1
		TOTAL	8	0	8	7
Strength and Conditioning						
5	SMS501	Sports Medicine Strength & Conditioning I: Exercise Physiology	2	0	2	2
6	SMS502	Sports Medicine Strength & Conditioning II: Effective Athlete Development	2	0	2	2
7	SMS503	Sports Medicine Strength & Conditioning III: Athletic Program Design	1	0	1	1
6	SMS504	Sports Medicine Strength & Conditioning IV: CSCS Exam Prep	1	0	1	1
		TOTAL	6	0	6	6

Chiropractic Sports Medicine Residency

Residency programs are 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 or three consecutive, one-year commitments, each with their own requirements for successful completion.

All residencies include an annual stipend and health benefits. Training for all residencies takes place on campus, with multiple off-site rotations throughout Southern California. Off-site rotations include team-based management of complex cases in collaboration with other medical specialists and healthcare providers. Residents engage in clinical education rotations through services including pain management, surgical specialties, and rehabilitation disciplines. Additionally, residents participate in various scholarly activities and attend and give presentations at multiple academic/research venues. Residents are selected on a competitive basis and openings are limited.

The sports medicine residency is a two-year 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 world-renowned senior sports medicine chiropractors. 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 selected for rotations with professional teams will travel throughout the United States and abroad.

Upon completion of this program, a doctor of chiropractic is eligible to sit for the certification examination for the Diplomate of the American Chiropractic Board of Sports Physicians® (DACBSP®).

Admissions Requirements

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 a CCE-accredited chiropractic program; 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

Residency programs are open to applicants who hold a doctor of chiropractic degree from a program accredited by the Council on Chiropractic Education (CCE). 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 of Chiropractic Examiners. Ideal candidates will be within three years of graduation.

Application Requirements

Applicants for a residency program must provide the following items.

- Completed residency application form. *The downloadable form is available on www.scuhs.edu*
- $50 application fee (non-refundable).
- Three letters of recommendation. *Letters should be mailed by each reference directly to SCU.*
- Curriculum vitae.
- A copy of the applicant's California chiropractic license, or a letter from the state of California Board of Chiropractic Examiners indicating eligibility to sit for the California Law and Professional Practice Examination (CLPPE). *The Board of Chiropractic Examiners notifies CLPPE applicants by letter of their eligibility to take the exam.*
- Verification of Licensure in Good Standing from all other states where licensed.
- The applicant must have successfully completed Parts I, II, III, IV, & Physiotherapy of the NBCE Boards. *Scores must be submitted as soon as available.*
- TOEFL results for those applicants whose primary language is not English.
- Official transcripts from all colleges attended.

Submit completed application packages to the LACC Dean's Office, SCU Health Systems, 16200 East Amber Valley Drive, Whittier, CA 90604.

A committee of program faculty, including representation by the academic affiliate as appropriate, reviews applications of the minimally acceptable candidates. Residents are selected following an interview process for the most qualified candidates. Telephone interviews may be arranged in instances when a visit cannot be scheduled. Applicants will be informed in writing of the decision of the committee. Selected residents 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.

Physical Requirements

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 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.

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.

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

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.

COLLEGE OF EASTERN MEDICINE

Mission and Goals

The mission of the College of Eastern Medicine is to provide students with a quality education in Acupuncture and Chinese Medicine, emphasizing health promotion and integrative health care.

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.

Master of Acupuncture and Oriental Medicine

The College of Eastern Medicine offers a 10-trimester (three years and four months), full-time Master of Acupuncture and Oriental Medicine Program. Graduates of the Master of Acupuncture and Oriental Medicine Program are eligible to sit for national certification and California acupuncture licensing exams.

Accreditation

The Master of Acupuncture and Oriental Medicine program at SCU is accredited by the Accreditation Commission for Acupuncture and Oriental Medicine (ACAOM), 8941 Aztec Drive, Eden Prairie, MN 55347. Phone: (952) 212-2434.

The Master of Acupuncture and Oriental Medicine program is also approved by the California Acupuncture Board.

Program Learning Outcomes

Oriental Medicine Pattern Differentiation Graduates will evaluate and analyze the pathogenesis of syndromes through the application of Oriental Medicine theories and diagnostic methods.

Acupuncture and Moxibustion Therapies Graduates will evaluate the patient in order to prescribe and perform acupuncture and related Oriental Medicine therapies.

Herbal Therapy Graduates will evaluate patients, perform and prescribe herbal formulas and modifications.

Biomedical Diagnosis and Treatment Graduates will integrate biomedicine and diagnostic studies into clinical practices and referrals.

Information Literacy Graduates will appraise and apply historical and scientific information into clinical practice.

Communication Graduates will effectively communicate verbally, non-verbally, and in written form.

Professionalism Graduates will demonstrate leadership, integrity, and respect for all, and actively engage in ethical, moral, and legal standards of the profession.

Inter-Professional Integration Graduates will integrate and collaborate with other healthcare professionals to improve patient outcomes.

Admissions

Upon submission of the online application form and the application fee, applicants are contacted by an admissions advisor to assist with the process. It is suggested that applicants submit other application items within two or three weeks of the online application.

Application Requirements

Applicants for admission must provide:

- Completed application for admission. *The online form is available and submitted through www.scuhs.edu*
- $50 application fee (non-refundable). *Submit with the application form. Credit card payments are accepted through the online application for admission. Or make a check or money order payable to SCU.*
- Graduating high school transcript. *Request from the high school to have it sent directly to SCU in a sealed envelope, or arrange through parchment.com or studentclearinghouse.org*
- AP Exam Scores (if applicable). *Order from the College Board and have them sent directly to SCU.*
- Official transcripts from each college and/or university previously attended, showing all course work completed or in progress. *Request from each college and/or university to have it sent directly to SCU in a sealed envelope, or arrange through parchment.com or studentclearinghouse.org*
- Personal statement of motivation, minimum of 300 words (include a personal history and indication of why you are pursuing the acupuncture and oriental medicine degree program, your understanding of the field, and a summary of your academic background and strengths and how they have prepared you for the acupuncture and oriental medicine degree). *Include in the online application and/or email separately.*
- Two letters of recommendation (these cannot be from a relative and it is preferable that at least one is from a doctor of chiropractic, acupuncture/oriental medicine practitioner, college professor or other health care practitioner). *Letters should be mailed by each author directly to SCU.*
- Scanned copy of applicant's valid driver's license or passport.
- Scanned copy of applicant's Social Security Card.

Please have transcripts, letters of recommendation, and/or other print items mailed to:

SCU Office of Admissions
16200 Amber Valley Drive
Whittier, CA 90604

Scans and other electronic items may be emailed to an admissions advisor or to admissions@scuhs.edu

Applicants must also complete a successful admissions interview:

- 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.

Applicants with prerequisites in progress must complete them 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 Master of Acupuncture and Oriental Medicine 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

Candidates for admission to the College of Eastern Medicine Master of Acupuncture and Oriental Medicine 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 matriculation into the Master of Acupuncture and Oriental Medicine Program at SCU.

In addition to general SCU English-language requirements for international students, applicants for whom English is not a primary language must demonstrate competency by scoring at least 61 (iBT based) on the Test of English as a Foreign Language (TOEFL) and 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.

Since the pre-professional requirements are subject to change, please consult the Office of Admissions at the time of application.

Physical Requirements

The primary goal of the College of Eastern Medicine is to prepare students to become competent, caring acupuncture and Chinese medicine practitioners. Contemporary acupuncture and Chinese medicine 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 of acupuncture and oriental medicine 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 acupuncture and Chinese medicine 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.
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.

Degree Requirements

The master of acupuncture and oriental medicine degree 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 the College of Eastern Medicine;
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.

Tuition and Fees

Current tuition and fee requirements may be obtained from OneStop Enrollment Services. The University reserves the right to adjust tuition and/or fees. For the 2017-2018 academic year, tuition for the MAOM program is $297 per unit for single track students and $281 per unit for dual students, double students, and SCU alumni. Fees per trimester are $224. The estimated cost of books and equipment per trimester is $210. A graduation fee of $150 is charged during the last trimester of enrollment.

Academic mentoring is $500 per term or $35 per week for students on Academic Probation as determined by the Academic Review and Support Committee.

Conditions for tuition refunds are described in SCU Policy 7.6.2.

Representative Schedule of Courses: Master of Acupuncture and Oriental Medicine

Course Number	Course Title	Lecture Hours	Lab Hours	Total Hours	Units
Trimester I					
AAC102	Acupuncture 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 and Professional Behavior	15	0	15	1
	TOTAL	210	90	300	17
Trimester II					
AAC203	Acupuncture Meridians and Points II	45	0	45	3
AAC205	Acupuncture 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	Oriental Medicine Diagnosis	30	30	60	3
CBS0201	History Taking	30	0	30	2
CRE0201	Research and Evidence-Based Health Care	30	0	30	2
	TOTAL	285	90	375	22
Trimester III					
AAC304	Acupuncture Meridian and Points III	45	0	45	3
AAC305	Acupuncture Techniques II	15	30	45	2
AAN303	Anatomy/Physiology III	45	30	75	4
ACL304	Introduction to Clinical Internship	0	30	30	1
ADX302	Physical Examination	15	30	45	2
AHB305	Materia Medica III	45	0	45	3
APP302	Oriental Medicine Theories II	45	0	45	3
CPM0302	General and NMS Pathology	45	0	45	3
	TOTAL	255	120	375	21

Representative Schedule of Courses:
Master of Acupuncture and Oriental Medicine, cont.

Course Number	Course Title	Lecture Hours	Lab Hours	Total Hours	Units
Trimester IV					
ACL403	Clinical Observation	0	120	120	4
ADX403	Neuromusculoskeletal Examination	15	30	45	2
AHB406	Materia Medica IV (Diu Yao)	45	0	45	3
AID402	Acupuncture Competency Exam I (ACE I)	0	0	0	0
APP401	OM Critical Thinking I (Family Medicine)	45	0	45	3
CPM0406	Systemic Pathology	60	0	60	4
CPM0409	Public Health	45	0	15	3
	TOTAL	210	150	360	19
Trimester V					
AAC507	Acupuncture Prescriptions I	45	0	45	3
ACL505	Supervised Practice I	0	150	150	5
AHB506	Formulas and Strategies I	45	0	45	3
APP511	Tui-Na/Massage/Acupressure	15	30	45	2
XR0515	Diagnostic Imaging Basics and Anatomy	30	30	60	3
CDX0601	Clinical Laboratory Diagnosis	30	0	30	2
	TOTAL	165	210	375	18
Trimester VI					
AAC706	Acupuncture Prescriptions II	45	0	45	3
ACL606	Supervised Practice II	0	150	150	5
ADX701	Clinical Sciences and Medicine I	45	0	45	3
AHB607	Formulas and Strategies II	45	0	45	3
PP0712	Ethics in Healthcare	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	240	150	390	21

Representative Schedule of Courses:
Master of Acupuncture and Oriental Medicine, cont.

Course Number	Course Title	Lecture Hours	Lab Hours	Total Hours	Units
Trimester VII					
ACL707	Supervised Practice III	0	150	150	5
AHB709	OM Nutrition/Diet	45	0	45	3
AHB608	Formulas and Strategies III	45	0	45	3
AID701	Acupuncture Competency Exam II (ACE II)	0	0	0	0
APP702	OM Critical Thinking II (Specialty Medicine)	45	0	45	3
APP701	Shang Han Lun	45	0	45	3
CDX0707	Emergency Procedures	15	30	45	2
	TOTAL	195	180	375	19
Trimester VIII					
ACL808	Independent Practice I	0	210	210	7
ADX802	Clinical Science/Medicine II	45	0	45	3
APP811	OM Internal Medicine I	45	0	45	3
APP814	OM Gynecology	45	0	45	3
APP816	OM Infectious Disease (Wen Bing Xue) & Essential Prescriptions of the Golden Cabinet (Jing Gui Yao Lue)	45	0	45	3
	TOTAL	180	210	390	19
Trimester IX					
ACL906	Independent Practice II	0	210	210	7
ADX903	Clinical Science/Medicine III	45	0	45	3
AID901	Acupuncture Competency Exam (ACE III)	0	0	0	0
APP903	OM Critical Thinking III	45	0	45	3
APP912	OM Internal Medicine II	45	0	45	3
	TOTAL	135	210	345	16

The course sequence, course numbers, course names, hours, and units are subject to change. Completion of any equivalent prerequisite coursework is determined by the instructor(s), department chair(s), and/or dean(s).

Doctor of Acupuncture and Chinese Medicine

The College of Eastern Medicine offers a 10-trimester (three years and three months), full-time Doctor of Acupuncture and Chinese Medicine (DACM) Program. The DACM is a first professional degree emphasizing in interprofessional education.

At the end of the first year of study, students choose a concentration track in which they will take at least 150 hours of didactic education. The concentration selective options are: orthopedics, healthy aging, and nutrition.

Students complete a written capstone project in clinical medicine, research, or classical text translation.

Accreditation

The Accreditation Commission for Acupuncture and Oriental Medicine (ACAOM) granted accreditation to Southern California University of Health Sciences (SCUHS) professional doctorate program in English under applicable ACAOM standards effective 24 February 2018. Accreditation status and notes may be viewed at: http://acaom.org/directory-menu/directory/

ACAOM is 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; www.acaom.org

The Doctorate of Acupuncture and Chinese Medicine program is approved by the California Acupuncture Board.

Program Learning Outcomes

Oriental Medicine Diagnosis Graduates will synthesize etiology and clinical manifestations to construct Oriental Medicine differential diagnoses.

Acupuncture and Moxibustion Therapies Graduates will prescribe and formulate acupuncture, moxibustion, and related Oriental Medicine therapies.

Herbal Therapy Graduates will plan and prescribe herbal formulas and modifications.

Biomedical Diagnosis Graduates will synthesize pathogenesis and clinical manifestations to construct Western Medicine differential diagnoses.

Evidence-based Practice Graduates will synthesize and apply historical and scientific evidence in clinical practice.

Business and Clinical Practice Graduates will assess business principles to develop a clinical practice.

Communication Graduates will effectively communicate verbally, non-verbally, and in written form.

Professionalism Graduates will demonstrate leadership, integrity, and respect for all, and actively engage in ethical, moral, and legal standards of the profession.

Inter-professional Collaboration Graduates will collaborate with appropriate professionals to plan and manage patient-centered care.

Admissions

Application Requirements

Applicants for admission must provide:

- Completed application for admission. *The online form is available and submitted through www.scuhs.edu*
- $50 application fee (non-refundable). *Submit with the application form. Credit card payments are accepted through the online application for admission. Or make a check or money order payable to SCU.*
- Graduating high school transcript. *Request from the high school to have it sent directly to SCU in a sealed envelope, or arrange through parchment.com or studentclearinghouse.org*
- AP Exam Scores (if applicable). *Order from the College Board and have them sent directly to SCU.*
- Official transcripts from each college and/or university previously attended, showing all course work completed or in progress. *Request from each college and/or university to have it sent directly to SCU in a sealed envelope, or arrange through parchment.com or studentclearinghouse.org*
- Personal statement of motivation, minimum of 300 words (include a personal history and indication of why you are pursuing the acupuncture and Chinese medicine degree program, your understanding of the field, and a summary of your academic background and strengths and how they have prepared you for the acupuncture and Chinese medicine degree). *Include in the online application and/or email separately.*
- Two letters of recommendation (these cannot be from a relative and it is preferable that at least one is from a doctor of chiropractic, acupuncture/oriental medicine practitioner, college professor or other health care practitioner). *Letters should be mailed by each author directly to SCU.*
- Scanned copy of applicant's valid driver's license or passport.
- Scanned copy of applicant's Social Security Card.

Please have transcripts, letters of recommendation, and/or other print items mailed to:

SCU Office of Admissions
16200 Amber Valley Drive
Whittier, CA 90604

Scans and other electronic items may be emailed to an admissions advisor or to admissions@scuhs.edu

Applicants must also complete a successful admissions interview:

- 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.

Applicants with prerequisites in progress must complete them 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 Doctor of Acupuncture and Chinese Medicine 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

Candidates for admission to the College of Eastern Medicine Doctor of Acupuncture and Chinese Medicine (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 2.75 on a 4.0 grade scale. In addition to the 90 semester units required for admission, applicants must complete a minimum of 3 semester or 4 quarter units in Biology,with a minimum "C" grade prior to matriculation the Doctor of Acupuncture and Chinese Medicine Program at SCU.

Specific courses in Chemistry, Physics, and Psychology may be submitted prior to admission or taken as co-requisite while enrolled in the DACM program at SCU and must be successfully completed according to the completion schedules.

In addition to general SCU English-language requirements for international students, applicants for whom English is not a primary language must demonstrate competency by scoring at 80 (iBT based) on the Test of English as a Foreign Language (TOEFL) and 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.

Since the pre-professional requirements are subject to change, please consult the Office of Admissions at the time of application.

Physical Requirements

The primary goal of the College of Eastern Medicine is to prepare students to become competent, caring acupuncture and Chinese medicine practitioners. Contemporary acupuncture and Chinese medicine 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 doctor of acupuncture and Chinese medicine 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 acupuncture and Chinese Medicine 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.

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.

Degree Requirements

The doctor of acupuncture and Chinese medicine degree 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 six (6) 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 the College of Eastern Medicine;
4. Fulfilled the clinical clerkship requirements as stated in the Clinic 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.

Tuition and Fees

Current tuition and fee requirements may be obtained from OneStop Enrollment Services. The University reserves the right to adjust tuition and/or fees. For the 2017-2018 academic year, tuition for the DACM program is $10,558 per trimester. Fees per trimester are $264. The estimated cost of books and equipment per trimester is $742. A graduation fee of $150 is charged during the last trimester of enrollment.

Academic mentoring is $500 per term or $35 per week for students on Academic Probation as determined by the Academic Review and Support Committee.

Conditions for tuition refunds are described in SCU Policy 7.6.2.

Representative Schedule of Courses: Doctor of Acupuncture and Chinese Medicine

Course Number	Course Title		Lecture Hours	Lab Hours	Total Hours	Units
Co-Requisites						
CHEM351	Chemistry for Health Sciences		60	0	60	4
PSY102	Psychology I		45	0	45	3
PHYS211	Physics I		45	0	45	3
	Co-requisites must be completed by the end of the second year (Sixth trimester)	TOTAL	150	0	150	10
Trimester I						
CBS0107	Medical Terminology		15	0	15	1
CTAP103	Cell and Tissue Anatomy and Physiology		45	0	45	3
GA0102	General Anatomy I		45	30	75	4
CBS0106	History of Healthcare		15	0	15	1
CBS0108	Introduction to Ethics and Professional Behavior		15	0	15	1
APP1110	Oriental Medicine Theory		60	0	60	4
AAC1110	Acupuncture Meridians I		45	0	45	3
AHB1110	Chinese Herbology I		45	0	45	3
DX110	Introduction into Physical Assessment		0	30	30	1
		TOTAL	285	60	345	21
Trimester II						
BN0213	Human Biochemistry (lecture)		45	0	45	3
GA0202	General Anatomy II		45	30	75	4
CBS0201	History Taking		30	0	30	2
APP1210	Oriental Medicine Diagnosis I		60	0	60	4
AAC1210	Acupuncture Meridians II		45	0	45	3
AAC1220	Clinical Techniques I		15	30	45	2
AHB1210	Chinese Herbology II		45	0	45	3
ACL1210	Clinical Observation I		0	30	30	1
DX210	Introduction into Physical Assessment II		0	30	30	1
CRE0201	Research and Evidence-Based Healthcare		30	0	30	2
		TOTAL	315	120	435	25
Trimester III						
PH0312	Human Physiology		75	15	90	5.5
NS0313	Neuroscience Lecture		60	0	60	4
APP1310	Oriental Medicine Diagnosis II		45	0	45	3
AAC1310	Acupuncture Meridians III		45	0	45	3
AAC1320	Clinical Techniques II		15	30	45	2
AHB1310	Chinese Herbology III		45	0	45	3

Representative Schedule of Courses:
Doctor of Acupuncture and Chinese Medicine, cont.

Course Number	Course Title	Lecture Hours	Lab Hours	Total Hours	Units
Trimester III (Continued)					
ACL1310	Clinical Observation II	0	30	30	1
APP1520	AOM Jurisprudence	15	0	15	1
DX0310	Introductory Physical Exam Skills (IPES)	30	60	90	4
PP0712	Ethics in Healthcare	15	0	15	1
	TOTAL	345	135	480	27.5
Trimester IV					
ACL1310	Clinical Observation II	0	30	30	1
APP1520	AOM Jurisprudence	15	0	15	1
PP0712	Ethics in Healthcare	15	0	15	1
DX0310	Introducotry Physical Exam Skills (IPES)	30	60	90	4
BN0405	Biochemical Nutrition	45	0	45	3
AHB1410	Chinese Herbology IV	45	0	45	3
AAC1410	Acupuncture Prescriptions	45	0	45	3
ACL1410	Clinical Observation III	0	90	90	3
PATH 401	Pathology I	45	0	45	3
PATH 501	Pathology II	60	0	60	4
CPM0409	Public Health	45	0	45	3
AID1410	Acupuncture Comprehensive Exam ID	0	0	0	0
	TOTAL	285	90	375	22
Trimester V					
II410	Immunity and Infection (Lecture)	60	0	60	4
PP0702	Practice Management: Risk Management	15	0	15	1
AAC1510	Acupuncture Orthopedics	15	30	45	2
APP1510	Huang Di Nei Jing	30	0	30	2
ACL1510	Guided Clinical Practice I	0	60	60	2
AHB1510	Chinese Herbal Prescriptions I	45	0	45	3
CRE0501	Evidence Based Practice	30	0	30	2
XR0515	Diagnostic Imaging Basics and Anatomy	30	30	60	3
APP105	Taiji/Qigong	0	30	30	1
CDX0707	Emergency Procedures	15	30	45	2
	TOTAL	240	180	420	22
Trimester VI					
DX0613	Differential Diagnosis I	60	0	60	4
CBN0601	Pharmacology/Toxicology	30	0	30	2
AHB1620	Herbal Toxicity and Drug-Herb Interactions	15	0	15	1
APP1620	Integrated Gynecology	60	0	60	4
APP1610	Classics of Acupuncture	30	0	30	2

ACL1610	Guided Clinical Practice II	0	60	60	2
AHB1610	Chinese Herbal Prescriptions II	45	0	45	3
APP511	Tuina Massage	15	30	45	2
CDX0601	Clinical Laboratory Diagnosis	30	0	30	2
	TOTAL	285	90	375	22

Trimester VII

DX0708	Differential Diagnosis II	60	0	60	4
APP1710	Capstone I	30	0	30	2
ADX1710	Integrated Clinical Medicine I	45	0	45	3
ACL1710	Guided Clinical Practice III	180	0	180	6
AHB1710	Chinese Herbal Prescriptions III	45	0	45	3
AHB1720	Shang Han Lun	45	0	45	3
AID1710	Acupuncture Comprehensive Exam IID	0	0	0	0
	TOTAL	405	0	405	21

Trimester VIII

CL0817	Practice Management: Coding and Billing	15	0	15	1
PP0801	Practice Management: Practice Development	30	0	30	2
ADX1820	OM Psychiatry and Counseling	30	0	30	2
APP1810	Capstone II	30	0	30	2
ADX1810	Integrated Clinical Medicine II	45	0	45	3
ACL1810	Intermediate Clinical Practice I	0	120	120	4
AHB1810	Wen Bing Xue	30	0	30	2
AHB1711	OM Nutrition/Diet	45	0	45	3
	TOTAL	225	120	345	19

Trimester IX

ADX1910	Integrated Clinical Medicine III	45	0	45	3
ACL1910	Intermediate Clinical Practice II	0	180	180	6
AHB1910	Jin Gui Yao Lue	30	0	30	2
APP1120	Classical Foundations	30	0	30	2
AID1910	Acupuncture Comprehensive Exam III	0	0	0	0
	TOTAL	105	180	285	13

Trimester X

ADX1010	Advanced Case Studies	30	0	30	2
ACL1010	Advanced Clinical Practice	0	300	300	10
APP1010	Capstone Defense	0	0	0	0
	TOTAL	30	300	330	12

The course sequence, course numbers, course names, hours, and units are subject to change. Completion of any equivalent prerequisite coursework is determined by the instructor(s), department chair(s), and/or dean(s). The DACM clinical courses are considered to be equivalent to the MAOM clinical courses. DACM clinical courses may be assessed at different levels than MAOM clinical courses.

In addition to the above schedule of courses, students choose at least 150 didactic hours of concentration coursework. Concentration options include: reproductive medicine, health aging, orthopedics, or nutrition.

Didactic Hours and Concentration Coursework

Trimester	Course Number	Course Title	Lecture Hours	Lab Hours	Total Hours	Units
Healthy Aging Concentration						
6	ADX1610	Life Cycles	30	0	30	2
7	ADX1720	Basics of Oncology	30	0	30	2
8	ADX1830	Diseases of Aging	45	0	45	3
9	ADX1920	Successful Aging	45	0	45	3
		TOTAL	150	0	150	10
Orthopedics Concentration						
5	FAB101	Functional Anatomy & Biomechanics of the Spine	45	30	75	4
6	FAB201	Functional Anatomy & Biomechanics Anatomy of the Extremities	45	60	105	5
7	DX0407	Clinical Orthopedic and Neurologic Assessment I (CONA I)	30	30	60	3
8	DX0507	Clinical Orthopedic and Neurological Assessment II (CONA II)	30	30	60	3
9	ADX1930	Advanced Acupuncture Orthopedics	45	0	45	3
		TOTAL	195	150	345	18
Nutrition Concentration						
6	BN0510	Clinical Nutrition	60	0	60	4
6	SEL0917	Introduction to Functional Medicine and Blood Chemistry	15	0	15	1
7	SEL0924	Functional Blood Chemistry II	15	0	15	1
7	SEL0925	Functional Medicine Module 3: Functional Gastroenterology: The Gut-Brain-Immune-Endocrine Connections.	15	0	15	1
8	SEL0929	Functional Medicine Module 4: Foundations of Functional Endocrinology	15	0	15	1
8	SEL0930	Functional Medicine Module 5: Male and Female Hormones and Preconception Planning	15	0	15	1
9	SEL0935	Advanced Laboratory Evaluations	15	0	15	1
		TOTAL	150	0	150	10

COLLEGE OF SCIENCE AND INTEGRATIVE HEALTH

Mission

The mission of the College of Science and Integrative Health is to provide excellence in academics and clinical studies with an emphasis on evidence-based practices, scientific reasoning, and information literacy in order to prepare our students to become competent and successful integrative healthcare professionals.

Bachelor of Science: Biological Sciences

The College of Science and Integrative Health offers a 6-trimester (two years) Bachelor Completion Program for a bachelor of science degree in biological sciences. Courses are held one at a time, for five weeks each, for a total of three per trimester. Courses are held on weekends.

Accreditation

The Bachelor Completion Program at Southern California University of Health Sciences, which offers a bachelor of science in biological sciences, is accredited by WASC Senior College and University Commission (WSCUC), 985 Atlantic Avenue, Suite 100, Alameda, CA 94501. Phone: (510) 748-9001.

Program Learning Outcomes

1. **Basic Science Knowledge:** Graduates will apply the fundamental principles of biological sciences including those of human biology, microbiology, genetics, anatomy, biopsychology, chemistry, physics and physiology.
2. **Integrative Health Knowledge:** Graduates will apply the fundamental principles of integrative health sciences including but not limited to those of chiropractic, physician assistant, acupuncture and oriental medicine, yoga, ayurveda, and massage therapy.
3. **Information Literacy:** Graduates will use technology to appraise scientific and technical literature, especially those related to the biological sciences.
4. **Quantitative Reasoning:** Graduates will use basic mathematics calculations to develop hypotheses and claims, apply testing methodologies and the scientific method to create rational critiques and conclusions in biological sciences.
5. **Critical Thinking:** Graduates will analyze problems in the field of biological sciences and integrative health and develop solutions or strategies to solve those problems.
6. **Communication Effectiveness:** Graduates will professionally construct and express their ideas, thoughts, and concepts through written, verbal, and non-verbal communication.
7. **Professionalism:** Graduates will demonstrate professionalism in all interactions. This relates to punctuality, respect, attire, and attitude.

Admissions

Application Requirements

Applicants for admission must provide:

- Completed application for admission. *The online form is available and submitted through www.scuhs.edu*
- $50 application fee (non-refundable). *Submit with the application form. Credit card payments are accepted through the online application for admission. Or make a check or money order payable to SCU.*
- Graduating high school transcript. *Request from the high school to have it sent directly to SCU in a sealed envelope, or arrange through parchment.com or studentclearinghouse.org*
- AP Exam Scores (if applicable). *Order from the College Board and have them sent directly to SCU.*
- Official transcripts from each college and/or university previously attended, showing all course work completed or in progress. *Request from each college and/or university to have it sent directly to SCU in a sealed envelope, or arrange through parchment.com or studentclearinghouse.org*
- Three-page essay stating interest in attending SCU's Bachelor Completion Program. Include personal understanding of integrative medicine, integrative health, and the future opportunities and the need for interprofessional practice. The essay will serve as the first portfolio project. *Include in the online application and/or email separately.*
- Two letters of recommendation (these cannot be from a relative and it is preferable that at least one is from a doctor of chiropractic, acupuncture/oriental medicine practitioner, college professor or other health care practitioner). *Letters should be mailed by each author directly to SCU.*
- Scanned copy of applicant's valid driver's license or passport.
- Scanned copy of applicant's Social Security Card.

Please have transcripts, letters of recommendation, and/or other print items mailed to:

SCU Office of Admissions
16200 Amber Valley Drive
Whittier, CA 90604

Scans and other electronic items may be emailed to an admissions advisor or to admissions@scuhs.edu

Applicants for Bachelor Completion 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 Bachelor Completion Program.

Academic Requirements

Applicants must have:

- 56 credits of semester-based undergraduate coursework from an institution(s) accredited by an agency recognized by the U.S. Department of Education or an equivalent foreign agency. Credits completed by quarter or trimester systems will be weighted against a semester credit.
- A minimum GPA of 2.5 on a 4.0 scale in the following courses:
    - 3 semester credits English/writing

    - 3 semester credits college-level math
    - The remaining 50 credits may be in any discipline and each course must be completed with a minimum 2.5 GPA.
- As a requirement of placement in the Bachelor Completion Program, accepted students will be assessed by taking the Baseline General Science Knowledge Exam with Baseline Grit Test or an acceptable equivalent.

Physical Requirements

The primary goal of the Bachelor Completion Program in the College of Science and Integrative Health (CSIH) 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 in biological sciences 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.

Degree Requirements

The bachelor of science in biological sciences degree may be conferred upon those who have fulfilled the following requirements:

Upon conclusion of the Bachelor Completion Program, a student will have taken 72 units at SCU (18 classes at 4 units each).

Students completing the bachelor of science in biological sciences degree 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 professions
9. 4 credits of human genetics
10. 4 credits of biological psychology
11. 4 credits of research and evidence based health care
12. 4 credits of integrative health field practicum
13. 4 credits of integrative health capstone/thesis

Undergraduate Thesis Project and Field Practicum

Each student must complete an undergraduate thesis project and is 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.

To earn the degree, BS in Biological Sciences students must also comply with the following policies regarding attendance, incomplete grades, earned units, and cumulative grade point average.

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 the dean of the College of Science and Integrative Health.

Earned Units (Required Completion Percentage)

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.

"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.
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.

Tuition and Fees

Current tuition and fee requirements may be obtained from OneStop Enrollment Services. The University reserves the right to adjust tuition and/or fees. For the 2017-2018 academic year, tuition for the BSBS program is $8,112 per trimester. Fees per trimester are $230. The estimated cost of books and equipment per trimester is $1,408. A graduation fee of $150 is charged during the last trimester of enrollment.

Academic mentoring is $500 per term or $35 per week for students on Academic Probation as determined by the Academic Review and Support Committee.

Conditions for tuition refunds are described in SCU Policy 7.6.2.

Representative Schedule of Courses, Bachelor of Science: Biological Sciences

Course Number	Course Title	Units
Trimester I		
BIO345	Human Biology I (lecture)	3
BIO345L	Human Biology I (laboratory)	1
BIO346	Human Biology II (lecture)	3
BIO346L	Human Biology II (laboratory)	1
BIO321	Anatomy and Physiology I (lecture)	3
BIO321L	Anatomy and Physiology I (laboratory)	1
	TOTAL	12
Trimester II		
BIO326	Anatomy and Physiology II (lecture)	3
BIO326L	Anatomy and Physiology II (laboratory)	1
BIO331	Microbiology (lecture)	3
BIO331L	Microbiology (laboratory)	1
PHYS311	Physics I (lecture)	3
PHYS311L	Physics I (laboratory)	1
	TOTAL	12
Trimester III		
PHYS316	Physics II (lecture)	3
PHYS316L	Physics II (laboratory)	1
CHEM311	General Chemistry I (lecture)	3
CHEM311L	General Chemistry I (laboratory)	1
CHEM316	General Chemistry II (lecture)	3
CHEM316L	General Chemistry II (laboratory)	1
	TOTAL	12
Trimester IV		
OCHM411	Organic Chemistry I (lecture)	3
OCHM411L	Organic Chemistry I (laboratory)	1
OCHM416	Organic Chemistry II (lecture)	3
OCHM416L	Organic Chemistry II (laboratory)	1
BIO422	Biochemistry (lecture)	3
BIO422L	Biochemistry (laboratory)	1
	TOTAL	12

Representative Schedule of Courses, Bachelor of Science: Biological Sciences, cont.

Course Number	Course Title	Units
Trimester V		
IH450	Integrative Health: Alternative Medicine & Complementary Care	4
GEN431	Human Genetics (lecture)	3
GEN431L	Human Genetics (laboratory)	1
BIO440	Biological Psychology	4
	TOTAL	12
Trimester VI		
IH460	Research and Evidence Based Health Care	4
BIO470	Integrative Health Field Practicum	4
BIO480	Capstone/Thesis	4
	TOTAL	12
	TOTAL UNITS	**72**

The course sequence, course numbers, course names, hours, and units are subject to change. Completion of any equivalent prerequisite coursework is determined by the instructor(s), department chair(s), and/or dean(s).

Master of Science: Physician Assistant

The College of Science and Integrative Health offers a 7-trimester (two years and four months) full time Master of Science: Physician Assistant (MSPA) Program. Graduates of the MSPA Program are eligible to sit for the Physician Assistant National Certifying Exam (PANCE). The MSPA Program at SCU does not accept transfer students.

Accreditation

The Master of Science: Physician Assistant (MSPA) Program at SCU has been granted Accreditation – Provisional status by the Accreditation Review Commission on Education for the Physician Assistant (ARC-PA), 12000 Findley Road, Ste. 275 Johns Creek, GA 30097. Phone: (770) 476-1224.

Program Learning Outcomes

Medical Knowledge

Medical knowledge includes the synthesis of pathophysiology, patient presentation, differential diagnosis, patient management, surgical principles, health promotion, and disease prevention. Physician assistants must demonstrate core knowledge about established and evolving biomedical and clinical sciences and the application of this knowledge to patient care in their area of practice. In addition, physician assistants are expected to demonstrate an investigative and analytic thinking approach to clinical situations.

Interpersonal and Communication Skills

Interpersonal and communication skills encompass the verbal, nonverbal, written, and electronic exchange of information. Physician assistants must demonstrate interpersonal and communication skills that result in effective information exchange with patients, patients' families, physicians, professional associates, and other individuals within the health care system.

Professionalism

Professionalism is the expression of positive values and ideals as care is delivered. Foremost, it involves prioritizing the interests of those being served above one's own. Physician assistants must acknowledge their professional and personal limitations. Professionalism also requires that PAs practice without impairment from substance abuse, cognitive deficiency or mental illness. Physician assistants must demonstrate a high level of responsibility, ethical practice, sensitivity to a diverse patient population, and adherence to legal and regulatory requirements.

Practice-Based Learning and Improvement

Practice-based learning and improvement includes the processes through which physician assistants engage in critical analysis of their own practice experience, the medical literature, and other information resources for the purposes of self- and practice-improvement. Physician assistants must be able to assess, evaluate, and improve their patient care practices.

Systems-Based Practice

Systems-based practice encompasses the societal, organizational, and economic environments in which health care is delivered. Physician assistants must demonstrate an awareness of and responsiveness to the larger system of health care to provide patient care that balances quality and cost, while maintaining the privacy of the individual patient. PAs should work to improve the health care system of which their practices are a part.

Integrative Medicine
As a supplemental competency in alignment with SCU's vision of the future of healthcare, the SCU MSPA Program introduces Integrative Medicine as a valued proficiency for all of its PA students. SCU MSPA Program graduates will be well-trained to collaborate with other professionals as an effective member of an interdisciplinary healthcare team, to navigate complex medical systems, and to incorporate a variety of professional viewpoints, including community health and disease prevention, to achieve optimal patient outcomes.

Admissions

Application Requirements

Applications are processed online through the Central Application Service for Physician Assistants (CASPA): https://portal.caspaonline.org/

Currently, the fee to apply to one Physician Assistant school through CASPA is $175 and each subsequent school is $50.00. A criminal background check (with drug testing) costs approximately $150.

CASPA application deadline: January 15, 2018 for the matriculating class of Fall 2018.

The CASPA application requires:

- two letters of recommendation: one academic, one professional;
- official transcripts;
- criminal background check with drug testing.

Support for veterans is available.

Additional requirement for applicants for whom English is not a native language:

- Test of English as a Foreign Language (TOEFL) scores. The minimum required scores are: 100 on the internet-based TOEFL (iBT), 500 on the paper-based TOEFL, or 250 on the computer-based TOEFL.

After a thorough application review process, those applicants selected as potential program candidates will be invited to interview with SCU MSPA Program faculty. Invitees are required to submit a passport-sized photograph (2 x 2 inches). This photo will not be returned.

Upon acceptance to SCU, the following are required.

- $1,000.00 deposit to SCU.
- Proof of current health status and immunizations. The University requires MSPA students to have the following immunizations as a minimum: Hepatitis B, Influenza, MMR (Measles, Mumps, Rubella). Varicella (Chickenpox), Annual PPD or chest x-rays, Tdap (Tetanus, Diphtheria, Pertussis), and Meningococcal.
- University-approved medical insurance.
- Criminal background check with drug testing and live scan fingerprinting.

Academic Requirements

All prerequisite courses must be completed by January 15, 2018 to be eligible for the September 2018 enrollment date. All prerequisites must be completed at a college or university accredited by one of the U.S. Regional Accrediting Associations. Prerequisites in the core sciences must have occurred within the last 7 years.

- Bachelor degree from a regionally accredited college or university;
- Prerequisite college courses in core sciences:
    - chemistry (8 semester units), which must include lab credits; acceptable chemistry courses include: general, organic, inorganic, and biochemistry*
    - human anatomy* (4 semester units) which must include lab credits
    - human physiology* (4 semester units) which must include lab credits
    - microbiology* (4 semester units) which must include lab credits
- Prerequisite general college courses:
    - mathematics, which must be algebra or higher (2 semester units)
    - psychology* (3 semester units)
    - English composition (3 semester units)
    - sociology or cultural anthropology (3 semester units)
    - statistics -which is in addition to the mathematics requirement- must be from within math, social sciences, or health sciences departments (3 semester units)
- Recommended courses:
    - medical terminology
    - conversational Spanish
    - genetics*
- Cumulative Grade Point Average (GPA) of 3.0 or above. For core science prerequisites, 3.0 or above is required.
- Health care experience: 500 hours clinical experience is required. Examples of the types of clinical experiences include, but are not limited to:
    - Military medic or corpsman
    - Chiropractic
    - Naturopathic Medicine
    - Acupuncture and Oriental Medicine
    - Back Office Medical Assistant (MA)
    - Certified Nurses' Aide
    - EMT (patient care hours only)
    - Licensed Vocational Nurse
    - Paramedic
    - Respiratory Therapist
    - Physical Therapy Aide
    - Radiological Technician
    - Occupational Therapist Aide
    - Registered Nurse

*Additional consideration will be given to applicants with volunteer community service or military experience (verifiable by the DD Form 214, Certificate of Release or Discharge from Active Duty, a "DD-

214"). Qualifying duties during clinical experiences must consist of direct patient contact. This may include, but is not limited to: consultation, assessment, diagnosis or treatment.

The Medical College Admission Test® (MCAT) and Graduate Record Examinations (GRE) are not required.

There is no advanced standing recognized for the MSPA Program. SCU's MSPA program does not accept transfer students.

Physical Requirements

The SCU MSPA Program is dedicated to the education of students who strive to become competent and caring providers of primary health care services. The student must be able to achieve and maintain certain technical standards of knowledge and skill in order to become a skilled and effective practitioner. The technical standards stated in this document apply to satisfactory performance in all academic and clinical course work, as well as fulfillment of "non-academic" essential functions of the curriculum involving physical, cognitive, and behavior factors that are essential to a professional clinical practitioner.

SCU shall provide reasonable accommodations to students with disabilities otherwise qualified to complete the essential functions of the curriculum and the profession. The safety and welfare of a patient shall never be put in jeopardy as a result of an effort to reasonably accommodate a disability.

Candidates for successful completion of the MSPA Program will achieve and maintain adequate abilities and skills in the following five areas:

Observation

The student must be able to observe demonstrations and conduct experiments in the basic sciences, including but not limited to chemical, anatomic and physiologic sciences, microbiologic cultures, and microscopic studies of microorganisms. A student must be able to observe a patient accurately at a distance and close at hand. Observation necessitates the functional use of the sense of vision and other sensory modalities. A student must be able to integrate all information visually and through the other senses.

Communication

A student must be able to communicate effectively, sensitively, and rapidly in English with patients and members of the health care team. A student must be able to elicit information from patients, perceive nonverbal communications, and describe changes in mood, activity and posture. Communication includes not only speech, but writing, reading, interpreting tables, figures, graphs and computer literacy.

Sensory and Motor Function

The student must have sufficient sensory and motor function to elicit information from patients by palpation, auscultation, percussion, and other diagnostic maneuvers. The student will be required to coordinate both gross and fine muscular movements, equilibrium, and functional use of the senses of hearing, touch and vision.

More specifically, the student must be able to exercise such fine motor skills as to adequately perform laboratory tests, including but not limited to, wet mount, urinalysis and gram stain. The student must exercise such level of dexterity, sensation and visual acuity as to accurately complete such processes as administering intravenous medication, making fine measurements of angles and size, measuring blood pressure, respiration and pulse, performing physical examinations, and performing therapeutic procedures such as suturing and

casting. The student must be able to hear sufficiently to accurately differentiate percussive tones and appreciate auditory findings, including but not limited to, heart, lung, and abdominal sounds, as well as discern normal and abnormal findings using instruments such as tuning forks, stethoscopes, and sphygmomanometers.

A student must be able to transport himself or herself in a manner which provides timely response in both general and emergency care situations. Moving patients and engaging in some procedures such as CPR will require a necessary level of strength, stamina and dexterity.

Intellectual, Conceptual, Integrative and Quantitative Abilities

A student must have the intellect necessary to quickly analyze and resolve problems. These intellectual abilities include numerical recognition, measurement, calculations, reasoning, analysis judgment and synthesis. The student must be able to identify significant findings from the patient's history, the physical examination and laboratory data, provide a reasoned explanation for likely diagnoses, and choose appropriate medications and therapy.

The ability to incorporate new information from many sources in formulating diagnoses and plans is essential. Good judgment in patient assessment, diagnostic and therapeutic planning is primary. When appropriate, students must be able to identify and communicate the limits of their knowledge to others.

Behavioral and Social Attributes

A student must possess the emotional health required for full use of his or her intellectual abilities, the exercise of good judgment and the prompt completion of all responsibilities attendant to the diagnosis and care of patients. The development of mature, sensitive, effective and professional relationships with patients and members of the health care team is essential. Students must be able to tolerate physically taxing workloads and to function effectively under stress. They must be able to adapt to changing environments, to display flexibility and learn to function in the face of uncertainties inherent in the clinical problems of many patients. Compassion, integrity, interpersonal skills, interest and motivation are all personal qualities that are desired in a health professional and assessed during the admissions and education processes.

Degree Requirements

The master of science: physician assistant (MSPA) degree may be conferred upon those who have fulfilled the following requirements:

1. Completed all required MSPA coursework.
2. Met the MSPA continuation standards;
3. Fulfilled the clinical internship requirements as stated in the Intern Manual;
4. Free of all indebtedness and other obligations to the University;
5. Recommended for graduation by the faculty and the president of the University.

Tuition and Fees

Current tuition and fee requirements may be obtained from OneStop Enrollment Services. The University reserves the right to adjust tuition and/or fees. For the 2017-2018 academic year, tuition for the MSPA Program is $12,480 per trimester. Fees per trimester are $219. The estimated cost of books and equipment per trimester is $1,500. A graduation fee of $150 is charged during the last trimester of enrollment.

There may be additional fees associated with this program in addition to the tuition. These fees may include, but are not limited to, immunizations, housing, textbooks, medical equipment, health insurance, criminal background check and drug testing.

Academic mentoring is $500 per term or $35 per week for students on Academic Probation as determined by the Academic Review and Support Committee.

Conditions for tuition refunds are described in SCU Policy 7.6.2.

Representative Schedule of Courses, Master of Science: Physician Assistant

Course Number	Course Title	Lecture Hours	Lab Hours	Total Hours	Units
Trimester I – Fall					
CBS0106	History of Healthcare	15	0	15	1
GA0102	General Anatomy I	45	30	75	4
PH0311	Circulatory and Respiratory Physiology	30	15	45	2.5
CTAP103	Cell and Tissue Anatomy and Physiology	45	0	45	3
DX110	Introduction to Physical Assessment	0	30	30	1
CBS0201	History Taking	30	0	30	2
CRE0201	Research and Evidence-Based Healthcare	30	0	30	2
PH0302	Gastrointestinal, Genito-Urinary, and Endocrine Physiology (GIGU)	45	0	45	3
PA101	Physician Assistant Clinical Applications I	30	30	60	3
BN0213	Human Biochemistry (Lecture)	45	0	45	3
	TOTAL	315	105	420	24.5
Trimester II – Spring					
GA0202	General Anatomy II	45	30	75	4
CPM0409	Public Health	45	0	45	3
NS0313	Neuroscience Lecture	60	0	60	4
BN0405	Biochemical Nutrition	45	0	45	3
PP0702	Practice Management: Risk Management	30	0	30	1
DX0807	Clinical Psychology	15	0	15	1
PAJP201	PA Jurisprudence	15	0	15	1
PA201	PA Clinical Applications II	30	30	60	3
CPM0406	Systemic Pathology	60	0	60	4
	TOTAL	345	60	405	24
Trimester III – Summer					
CPM0302	General and NMS Pathology	45	0	45	3
DX0310	Introductory Physical Examination Skills (IPES)	30	60	90	3
CBN0601	Pharmacology/ Toxicology	30	0	30	2
ADX403	Neuromusculoskeletal Examination	15	30	45	2
PA301	PA Clinical Applications III	30	30	60	3
BN0510	Clinical Nutrition	60	0	60	4
XR0515	Diagnostic Imaging Basics and Anatomy	30	30	60	3
	TOTAL	240	150	390	20

Representative Schedule of Courses,
Master of Science: Physician Assistant, cont.

Course Number	Course Title	Lecture Hours	Lab Hours	Total Hours	Units
Trimester IV – Fall					
XR0508	Imaging Interpretation I	30	30	60	3
ERS	Emergency Medicine, Surgery and Trauma	30	0	30	2
CDX0601	Clinical Laboratory Diagnosis	30	0	30	2
MDX401	Medical Therapeutics and Diagnosis	30	0	30	2
CMP401	Clinical Medicine II: Principals of Clinical Medicine	60	0	60	5
ACMP401	Clinical Medicine III: Advanced Clinical Medicine	60	0	60	5
PAP041	Advanced Pharmacology	30	0	30	2
PA401	PA Clinical Applications IV	30	30	60	3
	PA Open Lab	0	15	15	0
	ACLS 2 Day Training Course				
	PALS 2 Day Training Course				
	TOTAL	300	75	375	24
Trimester V – Spring					
PACRFM	Family Practice			240	8
PACRIM	Internal Medicine			240	8
PACRGS	General Surgery			240	8
PACRPM	Pediatrics			240	8
	TOTAL			960	32
Trimester VI – Summer					
PACROG	Obstetrics and Gynecology (OB/GYN)			240	8
PACRMH	Behavior and Mental Health Care			240	8
PACRIH	Integrative Health			240	8
PACREM	Emergency Medicine			240	8
	TOTAL			720	24
Trimester VII – Fall					
	Elective/ Preceptorship			240	8
	Elective/ Preceptorship			240	8
	TOTAL			480	16

The course sequence, course numbers, course names, hours, and units are subject to change.

Ayurveda Certificate Programs

Mission

The mission of the SCU Ayurvedic Program is to provide students with the best quality of education in Ayurvedic Medicine, emphasizing preventative and integrative health care.

Ayurvedic Wellness Educator

The College of Science and Integrative Health offers a twelve-course, one-year (600 hours) program to earn an Ayurvedic Wellness Educator certificate. Students attend one virtual evening class per week (virtual class), listen to weekly recorded lectures (e-learning), and attend classes in person one weekend per month (classroom learning). Students receive clinical experience in the SCU Health System.

Ayurvedic Wellness students must take anatomy and physiology courses in addition to the Ayurvedic Wellness curriculum if they have not already completed the prerequisite 8 units (120 hours).

Program Learning Outcomes

Professionalism and Communication

The graduate will demonstrate integrity and respect for all, and communicate professionally.

Assessment of Doshas

The graduate will determine body and mind constitution and assess the imbalance in doshas based on ayurvedic principles.

Ayurvedic History and Philosophies

The graduate will able to describe history, Philosophy and basic terminologies explained in ayurveda.

Ayurvedic Nutrition Wellness Education

The graduate will assess patient's diet and recommend ayurvedic dietary plan for health and wellness.

Herbal Therapies Wellness Education

The graduate will select and recommend single herbs and their combination for health and wellness.

Ayurvedic Therapies Wellness Education

The graduate will recommend and perform basic Ayurvedic therapies for health and wellness.

Yoga Wellness Education

The graduate will select and recommend of yogic practices for health and wellness.

Health Promotion and Disease Prevention

The graduate will recommend ayurvedic diet, lifestyle plan for health promotion and disease prevention.

Business Management

The graduate will apply business principles to develop and manage wellness practice.

Admissions

Application Requirements

Applicants for admission must provide:

- Completed application for admission. *The online form is available and submitted through www.scuhs.edu*
- $50 application fee (non-refundable). *Submit with the application form. Credit card payments are accepted through the online application for admission. Or make a check or money order payable to SCU.*
- Graduating high school transcript (or GED certificate). *Request from the high school to have it sent directly to SCU in a sealed envelope, or arrange through parchment.com or studentclearinghouse.org*
- Personal statement of motivation, minimum of 150 words (include a personal and academic history and indication of why you are interested in a career in Ayurveda). *Include in the online application and/or email separately.*
- One letter of recommendation. *Letter should be mailed by the author directly to SCU.*
- Scanned copy of applicant's valid driver's license or passport.
- Scanned copy of applicant's Social Security Card.

Please have transcripts, letters of recommendation, and/or other print items mailed to:

SCU Office of Admissions
16200 Amber Valley Drive
Whittier, CA 90604

Scans and other electronic items may be emailed to an admissions advisor or to admissions@scuhs.edu

Applicants must also complete a successful admissions interview:

- 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.

Academic Requirements

Applicants must possess a high school diploma or GED and must attain 18 years of age prior to the start of classes.

Physical Requirements

The primary goal of the certificate programs in the Division of Professional Studies (DPS) is to prepare students to become competent, caring, practitioners. Contemporary Ayurveda 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 certificates in Ayurveda 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.

Certificate Requirements

The Ayurvedic Wellness Educator certificate may be awarded to those who have completed the following requirements:

1. Completed all courses (600 clock hours) of the curriculum;
2. Passed each course with grade of 70% or above (a letter grade of A, B, or C);
3. Official transcript demonstrating successful completion of 8 units of anatomy and physiology (I & II) unless the 8 units (120 hours) were completed at SCU.
4. Completed and passed a comprehensive examination;
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.

To earn the certificate, Ayurvedic Wellness Educator students must also comply with the following policies regarding attendance.

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, 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

The maximum number of clock hours a student may 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.

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.

Tuition and Fees

Current tuition and fee requirements may be obtained from OneStop Enrollment Services. Tuition for Ayurvedic Wellness Educator students is a flat rate, reviewed and published annually. The University reserves the right to adjust tuition and/or fees. For the 2017-2018 academic year, tuition for incoming Ayurvedic Wellness Educator students is $2,155 per trimester. Fees per trimester are $112. A graduation fee of $150 is charged during the last trimester of enrollment.

Ayurvedic Wellness students who have not already completed Anatomy and Physiology I and Anatomy Physiology II prior to entering the Ayurvedic Wellness Educator program may do so for an additional $600 per course.

Academic mentoring is $500 per term or $35 per week for students on Academic Probation as determined by the Academic Review and Support Committee.

Conditions for tuition refunds are described in SCU Policy 7.6.2.

Representative Schedule of Courses: Ayurvedic Wellness Educator

Course Number	Course Title	Class-room Hours	Virtual Class Hours	E-Learning Hours	Total Hours	Units
Weeks 1 through 4						
AY1000	Ayurvedic Basic Principles I	20	7.5	22.5	50	3
Weeks 5 through 8						
AY1500	Sanskrit	10	3	17	30	2
Weeks 5 through 8						
AY1600	Ayurvedic History	10	3	17	30	2
Weeks 9 though 12						
AY1700	Ayurvedic Preventative Science	20	6	24	50	3
Weeks 13 through 16						
AY1800	Ayurvedic Nutrition	20	6	19	45	3
Weeks 17 though 21						
AY1100	Ayurvedic Pathology I	20	7.5	12.5	40	3
Weeks 22 through 26						
AY1200	Ayurvedic Herbology and Pharmaceuticals I	20	7.5	32.5	60	4
Weeks 27 through 29						
AY1300	Ayurvedic Rejuvenation I	20	4.5	5.5	30	2
Weeks 30 through 32						
AY1400	Ayurvedic Detoxification Methods/ Body Work I	30	7.5	28.5	66	4
Week 33 through 40						
AYYOG1	Yoga I	30	0	20	50	2
Weeks 33 through 41						
AY1900	Introduction to Ayurvedic Healing	20	13.5	6.5	40	3
Ayurveda Clinic						
Weeks 17 through 30						
AYCLIN1A	Ayurveda Clinic I				54	2
Weeks 32 through 45						
AYCLIN1B	Ayurveda Clinic II				55	2

The course sequence, course numbers, course names, hours, and units are subject to change. Completion of any equivalent prerequisite coursework is determined by the instructor(s), department chair(s), and/or dean(s).

*Ayurvedic Wellness students complete the anatomy and physiology requirement at SCU (for an additional cost), if they have not already earned the required units at another institution.

Ayurvedic Practitioner

The College of Science and Integrative Health offers a ten-course, one-year (900 hours) program to earn an Ayurvedic Practitioner certificate. Students attend one virtual evening class per week (virtual class), listen to weekly recorded lectures (e-learning), and attend classes in person one weekend per month (classroom learning). Students receive weekly clinical experience in the SCU Health System and complete a capstone project. Applicants must have completed the Ayurvedic Wellness certificate to qualify for the Ayurvedic Practitioner program.

Program Learning Outcomes

Professionalism and Communication

The graduate will demonstrate integrity and respect for all, and communicate professionally.

Ayurvedic Philosophies

The graduate will able to describe Philosophy and basic principles explained in ayurveda.

Ayurvedic Nutrition Practitioner

The graduate will assess patient's diet and recommend ayurvedic dietary plan for health promotion and disease management.

Herbal Therapies Practitioner

The graduate will select and recommend single herbs and their combination including commonly used formula for health promotion and disease management.

Ayurvedic Therapies Practitioner

The graduate will recommend and perform basic Ayurvedic therapies including detoxification and rejuvenation for health promotion and disease management.

Yoga Practitioner

The graduate will select and recommend of yogic practices for health promotion care and disease management.

Health Promotion and Disease Prevention

The graduate will apply ayurvedic health promotion and disease prevention principles for healthy aging.

Business and Clinical Practice

The graduate will apply business principles to develop and manage wellness practice.

Ayurvedic Assessment and Diagnosis

The graduate will take detail history and will use clinical reasoning skills to assess and make ayurvedic diagnosis.

Ayurvedic Disease Management Plan

The graduate will use clinical reasoning skills to determine the Ayurvedic disease management plan.

Biomedicine

The graduate will describe basic western Anatomy and Physiology including pathology for common diseases.

Evidence-Informed Practice

Synthesize and apply historical and scientific evidence in clinical practice.

Admissions

Application Requirements (Continuing Students)

Applicants for admission must provide:

- Completed application for admission. *The online form is available and submitted through www.scuhs.edu*
- Personal statement of motivation, minimum of 150 words (include a personal and academic history and indication of why you are interested in a career in Ayurveda). *Include in the online application and/or email separately.*

Please have transcripts, letters of recommendation, and/or other print items mailed to:

SCU Office of Admissions
16200 Amber Valley Drive
Whittier, CA 90604

Scans and other electronic items may be emailed to an admissions advisor or to admissions@scuhs.edu

Transfer Students

Applicants for admission must provide:

- Completed application for admission. *The online form is available and submitted through www.scuhs.edu*
- $50 application fee (non-refundable). *Submit with the application form. Credit card payments are accepted through the online application for admission. Or make a check or money order payable to SCU.*
- Official transcripts from the previous Ayurveda institution.
- Personal statement of motivation, minimum of 300 words (include a personal and academic history and indication of why you are interested in a career in Ayurveda). *Include in the online application and/or email separately.*
- Scanned copy of applicant's valid driver's license or passport.
- Scanned copy of applicant's Social Security Card.

Please have transcripts, letters of recommendation, and/or other print items mailed to:

SCU Office of Admissions
16200 Amber Valley Drive
Whittier, CA 90604

Scans and other electronic items may be emailed to an admissions advisor or to admissions@scuhs.edu

Applicants must also complete a successful admissions interview:

- 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.

Academic Requirements

- Completion of the Ayurvedic Wellness Educator Certificate at SCU, or equivalent certificate from another institution.

Physical Requirements

The primary goal of the certificate programs in the Division of Professional Studies (DPS) is to prepare students to become competent, caring, practitioners. Contemporary Ayurveda 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 certificates in Ayurveda 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.

Certificate Requirements

The Ayurvedic Practitioner certificate may be awarded to those who have completed the following requirements:

1. Completed all courses (1500 clock hours) of the curriculum;
2. Passed each course with grade of 70% or above (a letter grade of A, B, or C);
3. Completed and passed a comprehensive examination;
4. Are free of all indebtedness and other obligations to the University; and
5. Are recommended for graduation by the faculty and the president of the University.

To earn the certificate, Ayurvedic Practitioner students must also comply with the following policies regarding attendance.

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, 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

The maximum number of clock hours a student may 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.

Tuition and Fees

Current tuition and fee requirements may be obtained from OneStop Enrollment Services. Tuition for Ayurvedic Practitioner students is a flat rate, reviewed and published annually. The University reserves the right to adjust tuition and/or fees. For the 2017-2018 academic year, tuition for incoming Ayurvedic Practitioner students is $3,112 per trimester. Fees per trimester are $135. A graduation fee of $150 is charged during the last trimester of enrollment.

Academic mentoring is $500 per term or $35 per week for students on Academic Probation as determined by the Academic Review and Support Committee.

Conditions for tuition refunds are described in SCU Policy 7.6.2.

Representative Schedule of Courses: Ayurvedic Practitioner

Course Number	Course Title	Class-room Hours	Virtual Class Hours	E-Learning Hours	Total Hours	Units
Weeks 1 through 4						
AY2000	Ayurvedic Basic Principles II	20	7.5	32.5	60	4
Weeks 5 through 13						
AY2100	Ayurvedic Pathology II	20	13.5	46.5	80	5
Weeks 9 through 13						
AYYOG2	Yoga II	20	0	20	40	2
Weeks 14 through 22						
AY2200	Ayurvedic Herbology and Pharmaceuticals II	40	13.5	26.5	80	5
Weeks 23 through 30						
AY2400	Marma Points and Ayurvedic Detoxification Methods/ Body Work II	40	13.5	26.5	80	5
Weeks 31 through 36						
AY2501	Ayurvedic Internal Medicine I	40	13.5	36.5	90	6
Weeks 37 through 45						
AY2502	Ayurvedic Internal Medicine II	40	13.5	36.5	90	6
Weeks 37 through 45						
AY2300	Ayurvedic Rejuvenation II	20	0	10	30	2
Ayurveda Clinic						
Weeks 1 through 15						
AYCLIN2A	Ayurveda Clinic II-A				60	2
Weeks 18 through 32						
AYCLIN2B	Ayurveda Clinic II-B				90	8
Weeks 34 through 48						
AYCLIN2C	Ayurveda Clinic II-C				100	8
Ayurveda Project						
Weeks 13 through 40						
AY2600	Ayurveda Practitioner Project				100	7

The course sequence, course numbers, course names, hours, and units are subject to change. Completion of any equivalent prerequisite coursework is determined by the instructor(s), department chair(s), and/or dean(s).

Massage Therapy Certificate Program

The College of Science and Integrative Health offers an eleven-course, six-month program (500 hours) to earn a Massage Therapy certificate. Students attend evening and weekend classes. Students may enroll at one of seven entry points per program cycle, at the beginning of designated modules. For more information contact the Office of Admissions.

The Massage Therapy Program is a California Massage Therapy Council (CAMTC) approved program. Graduates of the Massage Therapy Certificate Program are eligible to sit for the Massage & Bodywork Licensing Examination (MBLEx, required for certification by the California Massage Therapy Council) and/or the National Certification Exam for Therapeutic Massage (NCETM, an optional exam to apply for other state certifications). IN order to practice Massage Therapy in the state of California, graduates need to apply for certification with the CAMTC.

California Massage Therapy Council

The Massage Therapy Certificate Program at SCU is pending approval by the California Massage Therapy Council (CAMTC). Attendance and/or graduation from a California Massage Therapy Council approved school does not guarantee certification by CAMTC. Applicants for certification shall meet all requirements as listed in California Business and professions Code section 4600 et. seq.

SCU's CAMTC School Approval code is SCH0043.

Students may visit the official website of CAMTC at www.camtc.org for detail of certification requirements and/or obtain a full text of the Massage Therapy Act approved in September 2014 and codified at California Business and Professions Code section 460, 4600-4621 and Government Code section 51034.

Students should also note CAMTC's Law related to unfair business practices as related to massage:

Pursuant to California Business and Professions Code section 4611, it is an unfair business practice for a person to do any of the following:

(a) To hold himself or herself out or to use the title of "certified massage therapist" or "certified massage practitioner," or any other term, such as "licensed," "certified," "CMT," or "CMP," in any manner whatsoever that implies or suggests that the person is certified as a massage therapist or massage practitioner, unless that person currently holds an active and valid certificate issued by the California Massage Therapy Council.

(b) To falsely state or advertise or put out any sign or card or other device, or to falsely represent to the public through any print or electronic media, that he or she or another individual is licensed, certified, or registered by a governmental agency as a massage therapist or massage practitioner.

A student or any member of the public with questions that have not been satisfactorily answered by the school or who would like to file a complaint about this school may contact the California Massage Therapy Council at One Capitol Mall, Suite 320, Sacramento, CA 95814, www.camtc.org, phone: (916) 669-5336, or fax (916) 669-5337.

Program Learning Outcomes

Basic Science Knowledge: Graduates will apply the fundamental principles of structure (Anatomy) and function (Physiology) to the practice of Massage Therapy.

Skill Mastery and Application: Graduates will demonstrate skill mastery of various Massage and bodywork techniques and therapeutically apply them to various situations or conditions.

Decision Making: Graduates will determine the appropriate application of Massage for the safety and need of clients/patients.

Professionalism: Graduates will demonstrate leadership in the promotion of health and wellness and application of ethics in professional and business practices.

Integrative Health: Graduates will be able to appraise CAM practices and engage in collaboration with other health care practitioners in the best interests of clients.

Admissions

Application Requirements

Applicants for admission must provide:

- Completed application for admission. *The online form is available and submitted through www.scuhs.edu*
- $50 application fee (non-refundable). *Submit with the application form. Credit card payments are accepted through the online application for admission. Or make a check or money order payable to SCU.*
- Graduating high school transcript. *Request from the high school to have it sent directly to SCU in a sealed envelope, or arrange through parchment.com or studentclearinghouse.org*
- Personal statement of motivation, minimum of 150 words (include a personal and academic history and indication of why you are interested in massage therapy). *Include in the online application and/or email separately.*
- One letter of recommendation. *Letter should be mailed by the author directly to SCU.*
- Scanned copy of applicant's valid driver's license or passport.
- Scanned copy of applicant's Social Security Card.

Please have transcripts, letters of recommendation, and/or other print items mailed to:

SCU Office of Admissions
16200 Amber Valley Drive
Whittier, CA 90604

Scans and other electronic items may be emailed to an admissions advisor or to admissions@scuhs.edu

Applicants must also complete a successful admissions interview:

- 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.

Academic Requirements

Applicants must possess a high school diploma or GED and must attain 18 years of age prior to the start of classes.

Physical Requirements

The primary goal of the certificate programs in the Division of Professional Studies (DPS) is to prepare students to become competent, caring, practitioners. Contemporary 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 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.

Transfer Students

Transfer students, or any healthcare or massage professional, may request a transcript evaluation to determine eligibility for advanced standing in the Massage Therapy Certificate Program. Students with advanced standing receive credit for courses already completed.

Completion Requirements

The Massage Therapy certificate of completion may be awarded to those who have completed the following requirements:

- Completed all courses (minimum 500 clock hours) of the curriculum;
- Passed each course with grade of 70% or above (a letter grade of A, B, or C);
- Are free of all indebtedness and other obligations to the University; and
- Are recommended for graduation by the faculty and the president of the University.

To earn the certificate, massage therapy students must also comply with the following policies regarding attendance.

Hygiene, Dress Code, and Draping

Students must come to each class prepared to learn and work. Our goal is to prepare students for internships in the University Health Center, as well as the working environment. Students are required to: 1) wear scrubs, 2) wear closed-toe shoes, and 3) bring a set of sheets and towels to every class session. Students should keep these items in their vehicles at all times. Not being prepared for class will count as an unexcused absence.

Attendance Requirements

Please note the SCU policy on attendance: In the Massage Therapy certificate program, the designated clock hours for the program must be obtained to be awarded a certificate of completion. Attendance will be taken each class day in each course. Attendance is recorded in minutes of actual presence.

Attendance affects the course grade as well as the awarding of clock hours for that particular course. If students fail to pass the course with a grade of 70% or above (a letter grade of A, B, or C), clock hours for that course will not be awarded. Students will need to register for the class when it is offered again.

In general no more than 10% of the clock hours 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

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 Therapy Certificate Program, the maximum number of clock hours a student can be absent is a total of 54 clock hours. This total of 54 clock hours includes in class and open lab learning.

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.

Tuition and Fees

Current tuition and fee requirements may be obtained from OneStop Enrollment Services. Tuition for the massage therapy certificate program is a flat rate, reviewed and published annually. The University reserves the right to adjust tuition and/or fees. For the 2017-2018 academic year, tuition for incoming students to the Massage Therapy Certificate Program is $7,000 per trimester. A graduation fee of $150 is charged during the last trimester of enrollment.

Academic mentoring is $500 per term or $35 per week for students on Academic Probation as determined by the Academic Review and Support Committee.

Conditions for tuition refunds are described in SCU Policy 7.6.2.

Representative Schedule of Courses: Massage Therapy Certificate

Course Number	Course Title	Lecture Hours	Lab Hours	Total Hours	Units
Module 1A					
MTPP110	MT Principles & Practice I: Swedish Massage	18	54	72	3
Module 1B					
MTWH110	Wellness and Health (Including Hygiene)	12	12	24	1
Module 1C					
MTAP110	Anatomy with Palpation	52	48	100	5
Module 1D					
MTPM110	Practice Management I: Ethics & Professionalism	16	0	16	1
Module 1E					
MTIR110	Integration & MBLEx Review I	14	28	42	1.5
Module 2A					
MTPP210	MT Principles & Practice II: Deep Tissue & Focused Techniques	18	54	72	3
Module 2B					
MTPC210	Pathology and Contraindications	40	0	40	2.5
Module 2C					
MTAP210	Physiology	28	28	56	2.5
Module 2D					
MTPM210	Practice Management II: Business Planning & Employment Preparation	12	0	12	0.5
Module 2E					
MTIR210	Integration & MBLEx Review II	14	28	42	1.5
Module 2F					
MTSM210	Spa Modalities: Stone Massage	8	16	24	1
	TOTAL	232	268	500	22.5

The course sequence, course numbers, course names, hours, and units are subject to change. Completion of any equivalent prerequisite coursework is determined by the instructor(s), department chair(s), and/or dean(s).

Accelerated Science Courses

The College of Science and Integrative Health offers undergraduate-level accelerated science courses independent of program admission. All accelerated science courses take place over four or five weekends. Classes and laboratories are offered on either Friday and Saturday or Saturday and Sunday, depending on the course. Each trimester the courses repeat. View the upcoming course schedule here: http://www.scuhs.edu/academics/csih/accelerated-science-courses/course-schedule/

Accreditation

Southern California University of Health Sciences is accredited by WASC Senior College and University Commission (WSCUC), 985 Atlantic Avenue, Suite 100, Alameda, CA 94501. Phone: (510) 748-9001.

Admissions

Application Requirements

- Completed application for admission. *The online form is available and submitted through www.scuhs.edu*
- $50 application fee (non-refundable). *Submit with the application form. Credit card payments are accepted through the online application for admission. Or make a check or money order payable to SCU.*
- Graduating high school transcript. *Request from the high school to have it sent directly to SCU in a sealed envelope, or arrange through parchment.com or studentclearinghouse.org*
- If applying for a second- or third-level course (ex. Biology II), official transcript from the college and/or university previously attended, showing all prerequisite coursework completed. *Request from each college and/or university to have it sent directly to SCU in a sealed envelope, or arrange through parchment.com or studentclearinghouse.org*
- Scanned copy of applicant's valid driver's license or passport.
- Scanned copy of applicant's Social Security Card.

Please have transcripts, letters of recommendation, and/or other print items mailed to:

SCU Office of Admissions
16200 Amber Valley Drive
Whittier, CA 90604

Scans and other electronic items may be emailed to an admissions advisor or to admissions@scuhs.edu

Academic Requirements

All entry-level science courses require, at minimum, graduation from high school or completion of a GED. All second- and third-level courses require completion of the prerequisite courses from SCU, or equivalent. Applicants must pass prerequisite courses with a grade of C or better (70%). Prerequisite coursework must have been completed within the past 7 years.

Tuition and Fees

Current tuition and fee requirements may be obtained from OneStop Enrollment Services. Tuition for accelerated science courses is inclusive of textbooks, fees, lab coat, and goggles. Tuition is determined by the number of units in each course. The University reserves the right to adjust tuition and/or fees.

For the 2017-2018 academic year, tuition charges for accelerated science courses are as follows:

1-unit course: $450.00

1-unit independent study course: $675.00

3-unit course: $1,350.00 (Psychology)

4-unit course: $1,800.00

5-unit course: $2,250.00 (Chemistry for Health Sciences)

Financial aid is not available for accelerated science courses.

Conditions for tuition refunds are described in SCU Policy 7.6.2.

Courses Offered: Accelerated Science

Registration for each lecture course includes the corresponding laboratory component where applicable.

Course Number	Course Title	Lecture Hours	Lab Hours	Total Hours	Units
Division of Anatomy and Physiology					
BIO221	Anatomy and Physiology I (lecture)	45	0	45	3
BIO221L	Anatomy and Physiology I (laboratory)	0	30	30	1
BIO226	Anatomy and Physiology II (lecture)	45	0	45	3
BIO226L	Anatomy and Physiology II (laboratory)	0	30	30	1
BIO251	Human Anatomy (lecture)	45	0	45	3
BIO251L	Human Anatomy (laboratory)	0	30	30	1
BIO261	Human Physiology (lecture)	45	0	45	3
BIO261L	Human Physiology (laboratory)	0	30	30	1
GEN331	Human Genetics (lecture)	45	0	45	3
GEN331L	Human Genetics (laboratory)	0	30	30	1
Division of Biology					
BIO111	General Biology I (lecture)	45	0	45	3
BIO111L	General Biology I (laboratory)	0	30	30	1
BIO116	General Biology II (lecture)	45	0	45	3
BIO116L	General Biology II (laboratory)	0	30	30	1
BIO231	Microbiology (lecture)	45	0	45	3
BIO231L	Microbiology (laboratory)	0	30	30	1
BIO241	Human Biology I (lecture)	45	0	45	3
BIO241L	Human Biology I (laboratory)	0	30	30	1
BIO246	Human Biology II (lecture)	45	0	45	3
BIO246L	Human Biology II (laboratory)	0	30	30	1
BIO322	Biochemistry (lecture)	45	0	45	3
BIO322L	Biochemistry (laboratory)	0	30	30	1
Division of Chemistry					
CHEM211	General Chemistry I (lecture)	45	0	45	3
CHEM211L	General Chemistry I (laboratory)	0	30	30	1
CHEM216	General Chemistry II (lecture)	45	0	45	3
CHEM216L	General Chemistry II (laboratory)	0	30	30	1
OCHM311	Organic Chemistry I (lecture)	45	0	45	3
OCHM311L	Organic Chemistry I (laboratory)	0	30	30	1
OCHM316	Organic Chemistry II (lecture)	45	0	45	3
OCHM316L	Organic Chemistry II (laboratory)	0	30	30	1
CHEM351	Chemistry for Health Sciences (lecture)	60	0	60	4
CHEM351L	Chemistry for Health Sciences (laboratory)	0	30	30	1

Division of Mathematics & Physics					
PHYS211	Physics I (lecture)	45	0	45	3
PHYS211L	Physics I (laboratory)	0	30	30	1
PHYS216	Physics II (lecture)	45	0	45	3
PHYS216L	Physics II (laboratory)	0	30	30	1
MATH90	Intermediate Algebra	60	0	60	4
MATH111	College Algebra	60	0	60	4
Division of Social Sciences					
PSY102	Psychology I	45	0	45	3
PSY202	Psychology II	45	0	45	3
BIO340	Biological Psychology	60	0	60	4

The course sequence, course numbers, course names, hours, and units are subject to change. Completion of any equivalent prerequisite coursework is determined by the instructor(s), department chair(s), and/or dean(s).

Accelerated Science Course Schedule: Fall 2017

September 1, 2017 through September 30, 2017 (Friday/Saturday)	BIO241/BIO241L	Human Biology I
	OCHM311 / OCHM311L	Organic Chemistry I
	PHYS216 / PHYS216L	Physics II
September 23, 2017 through October 18, 2017 (Saturday/Sunday)	BIO226 / BIO226L	Anatomy and Physiology II
	BIO116 / BIO116L	General Biology II
	CHEM216 / CHEM216L	General Chemistry II
	BIO231 / BIO231L	Microbiology
	PHYS216 / PHYS216L	Physics II
September 23, 2017 through October 25, 2017 (Saturday/Sunday)	CHEM351 / CHEM351L	Chemistry for Health Sciences
October 6, 2017 through November 4, 2017 (Friday/Saturday)	CHEM211 / CHEM211L	General Chemistry I
	BIO246 / BIO246L	Human Biology II
	OCHM316 / OCHM316L	Organic Chemistry II
October 21, 2017 through November 15, 2017 (Saturday/Sunday)	BIO221 / BIO221L	Anatomy and Physiology I
	BIO251 / BIO251L	Human Anatomy
	BIO241/BIO241L	Human Biology I
	MATH90	Intermediate Algebra
	BIO231 / BIO231L	Microbiology
	OCHM311 / OCHM311L	Organic Chemistry I
	PSY102	Psychology I
November 10, 2017 through December 16, 2017 (Friday/Saturday)	BIO221 / BIO221L	Anatomy and Physiology I
	BIO322 / BIO322L	Biochemistry
	CHEM216 / CHEM216L	General Chemistry II
November 18, 2017 through December 20, 2017 (Saturday/Sunday)	BIO226 / BIO226L	Anatomy and Physiology II
	MATH111	College Algebra
	BIO246 / BIO246L	Human Biology II
	BIO261 / BIO261L	Human Physiology
	BIO231 / BIO231L	Microbiology
	OCHM316 / OCHM316L	Organic Chemistry II
	PSY202	Psychology II

Accelerated Science Course Schedule: Spring 2018

January 5, 2018 through February 3, 2018 (Friday/Saturday)	BIO226 / BIO226L	Anatomy and Physiology II
	BIO241/BIO241L	Human Biology I
	OCHM311 / OCHM311L	Organic Chemistry I
January 6, 2018 through January 31, 2018 (Saturday/Sunday)	BIO221 / BIO221L	Anatomy and Physiology I
	BIO322 / BIO322L	Biochemistry
	BIO111 / BIO111L	General Biology I
	CHEM211 / CHEM211L	General Chemistry I
	BIO231 / BIO231L	Microbiology
	PHYS211 / PHYS211L	Physics I
February 3, 2018 through February 28, 2018 (Saturday/Sunday)	BIO226 / BIO226L	Anatomy and Physiology II
	CHEM351 / CHEM351L	Chemistry for Health Sciences
	BIO116 / BIO116L	General Biology II
	CHEM216 / CHEM216L	General Chemistry II
	BIO231 / BIO231L	Microbiology
	PHYS216 / PHYS216L	Physics II
February 9, 2018 through March 10, 2018 (Friday/Saturday)	CHEM211 / CHEM211L	General Chemistry I
	GEN331 / GEN331L	Human Genetics
	BIO231 / BIO231L	Microbiology
March 3, 2018 through March 28, 2018 (Saturday/Sunday)	BIO221 / BIO221L	Anatomy and Physiology I
	BIO251 / BIO251L	Human Anatomy
	BIO241/BIO241L	Human Biology I
	MATH90	Intermediate Algebra
	BIO231 / BIO231L	Microbiology
	OCHM311 / OCHM311L	Organic Chemistry I
	PSY102	Psychology I
March 16, 2018 through April 21, 2018 (Friday/Saturday)	BIO221 / BIO221L	Anatomy and Physiology I
	BIO322 / BIO322L	Biochemistry
	BIO340	Biological Psychology
	PHYS211 / PHYS211L	Physics I
April 7, 2018 through May 2, 2018 (Saturday/Sunday)	BIO226 / BIO226L	Anatomy and Physiology II
	MATH111	College Algebra
	BIO246 / BIO246L	Human Biology II
	BIO261 / BIO261L	Human Physiology
	BIO231 / BIO231L	Microbiology
	OCHM316 / OCHM316L	Organic Chemistry II
	PSY202	Psychology II

Accelerated Science Course Schedule: Summer 2018

May 4, 2018 through June 2, 2018 (Friday/Saturday)	BIO226 / BIO226L	Anatomy and Physiology II
	PHYS216 / PHYS216L	Physics II
May 5, 2018 through May 30, 2018 (Saturday/Sunday)	BIO221 / BIO221L	Anatomy and Physiology I
	BIO322 / BIO322L	Biochemistry
	BIO111 / BIO111L	General Biology I
	CHEM211 / CHEM211L	General Chemistry I
	BIO231 / BIO231L	Microbiology
	PHYS211 / PHYS211L	Physics I
June 2, 2018 through June 27, 2018 (Saturday/Sunday)	BIO226 / BIO226L	Anatomy and Physiology II
	CHEM351 / CHEM351L	Chemistry for Health Sciences
	BIO116 / BIO116L	General Biology II
	CHEM216 / CHEM216L	General Chemistry II
	BIO231 / BIO231L	Microbiology
	PHYS216 / PHYS216L	Physics II
June 8, 2018 through July 7, 2018 (Friday/Saturday)	CHEM211 / CHEM211L	General Chemistry I
	GEN331 / GEN331L	Human Genetics
	BIO231 / BIO231L	Microbiology
June 30, 2018 through July 25, 2018 (Saturday/Sunday)	BIO221 / BIO221L	Anatomy and Physiology I
	BIO251 / BIO251L	Human Anatomy
	BIO241/BIO241L	Human Biology I
	MATH90	Intermediate Algebra
	BIO231 / BIO231L	Microbiology
	OCHM311 / OCHM311L	Organic Chemistry I
	PSY102	Psychology I
July 13, 2018 through August 11, 2018 (Friday/Saturday)	BIO341 / BIO341L	Biopsychology
	CHEM216 / CHEM216L	General Chemistry II
	PHYS211 / PHYS211L	Physics I
July 28, 2018 through August 22, 2018 (Saturday/Sunday)	BIO226 / BIO226L	Anatomy and Physiology II
	MATH111	College Algebra
	BIO246 / BIO246L	Human Biology II
	BIO261 / BIO261L	Human Physiology
	BIO231 / BIO231L	Microbiology
	OCHM316 / OCHM316L	Organic Chemistry II
	PSY202	Psychology II

COURSE DESCRIPTIONS

Course numbers, course names, and units are subject to change.
Completion of any equivalent prerequisite coursework is determined by the instructor(s), department chair(s), and/or dean(s).

AAC102 – Acupuncture Meridians and Points I
Units: 3
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, and Small Intestine meridians. There is actual practice of point locations by the students under instructor's supervision.
Corequisites: AAN101
Restrictions: MAOM program only

AAC203 – Acupuncture Meridians and Points II
Units: 3
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 the anatomical locations and therapeutic indications of acupuncture points at the meridians of Urinary bladder, Kidney, Pericardium, Triple energizer, Gallbladder, and Liver, Governor/Du and Conception/Ren 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.
Prerequisites: AAC102
Restrictions: MAOM program only

AAC205 – Acupuncture Techniques I
Units: 2
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.
Corequisites: AAC102
Restrictions: MAOM program only

AAC304 – Acupuncture Meridians and Points III
Units: 3
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.
Corequisites: AAN101
Restrictions: MAOM program only

AAC305 – Acupuncture Techniques II
Units: 2
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.
Prerequisites: AAC205
Corequisites: AAC102, AAC203
Restrictions: MAOM program only

AAC507 – Acupuncture Prescriptions I
Units: 3
This course involves the clinical aspect of acupuncture therapy in diseases or syndromes of various body systems. 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.
Prerequisites: AAC102, AAC203, AAC304, APP101, APP302, AAC205, AAC305, APP203
Restrictions: MAOM program only

AAC706 – Acupuncture Prescriptions II
Units: 3
This is a continuous course to Acupuncture Prescription I and involves the acupuncture prescriptions for the clinical treatments of pain syndrome, gynecological disorders, pediatric diseases, dermatologic diseases, and 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.
Prerequisites: AAC102, AAC203, AAC304, AAC205, AAC305
Restrictions: MAOM program only

AAC1110 – Acupuncture Meridians I
Units: 3
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 meridians of Lung, Large Intestine, Stomach, Spleen, Heart, and Small Intestine meridians. Will practice of point locations under the instructor's supervision.
Corequisites: GA0102
Restrictions: DACM program only

AAC1210 – Acupuncture Meridians II
Units: 3
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.
Prerequisites: AAC1110
Restrictions: DACM program only

AAC1220 – Clinical Techniques I
Units: 2
This course involves the actual practice of needling techniques on acupuncture points of various meridians covering the entire body. Students will learn basic needle design, clean needle technique, and practice needling acupuncture points including precautions, contraindications and emergency care under the close supervision of instructors. 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.
Prerequisites: AAC1110
Corequisites: AAC1210
Restrictions: DACM program only

AAC1310 – Acupuncture Meridians III
Units: 3
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 theory of Mother-Son and Four needle Technique. Therapeutic applications and contraindications of Gua-Sha, Moxibustion, Cupping, and Electro-Acupuncture. Therapeutic application and contraindication of Cutaneous, Intradermal and three edge needles. 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.
Corequisites: GA0102
Restrictions: DACM program only

AAC1320 – Clinical Techniques II
Units: 2
This course is a continuation of the Acupuncture Techniques I. Students will continue to practice the 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. Head Acupuncture, Ear Acupuncture, Prickling (Blood Letting), Cupping, Moxibustion, and Electro-acupuncture. Instructor's demonstration and student's hands-on practice under supervision are the major part of learning in this course.
Prerequisites: AAC1110, AAC1210, AAC1220
Restrictions: DACM program only

AAC1410 – Acupuncture Prescriptions
Units: 3
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, opthalmology, 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.
Prerequisites: AAC1110, AAC1210, AAC1310, APP1110, APP1210, APP1310
Restrictions: DACM program only

AAC1510 – Acupuncture Orthopedics
Units: 3
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, heat and cold therapy, therapeutic ultrasound, functional assessments, and Chinese herbal preparations to treat neurological and musculoskeletal injuries and complaints.
Prerequisites: GA0102, GA0202
Restrictions: DACM program only

AAN101 – Anatomy/Physiology I
Units: 4
This course comprehensively presents the anatomy and physiology of the human musculoskeletal system and nervous system. 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.
Restrictions: MAOM program only

AAN202 – Anatomy/Physiology II
Units: 4
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.
Restrictions: MAOM program only

AAN303 – Anatomy/Physiology III
Units: 4
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.
Restrictions: MAOM program only

ABN204 – Western Nutrition
Units: 3
This is a basic nutrition course that deals with the following aspects of nutrients: food sources of each nutrients, digestion and absorption of the food, storage in the body, function and daily requirements of each nutrients, interaction of the nutrients, the signs and symptoms of deficiency or toxicity of each nutrients, methods of nutritional assessment, dietary guidelines and nutritional labeling, nutritional principles for managing obesity and nutritional guidelines during pregnancy and lactation.
Restrictions: MAOM program only

ACL304 – Introduction to Clinical Internship
Units: 1
This course is the beginning phase of the CEM internship training and is designed to provide students with clinical observation of licensed practitioners along with the foundational knowledge for professional, ethical, and safe clinical practice. Students will acquire the knowledge, skills, and attitudes necessary for success as an intern in the University Health Center and beyond. Of key importance is orienting students to the structure of the CEM Internship experience and with the varied and progressive levels of responsibility they will be expected to take on at each level of internship. Proper paperwork, appropriate clinical attire and etiquette, history taking skills, physical exam and various treatment modalities will be observed and demonstrated by students. This course also utilizes asynchronous online assignments to promote student learning and prepare students for more advanced clinical internship activity.
Prerequisites: APP101, AAC102, AHB102, CBS0201
Corequisites: ADX302
Restrictions: MAOM program only

ACL403 – Clinical Observation
Units: 4
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.
Prerequisites: ACL304, APP101, AAC102, AHB102, CBS0201
Restrictions: MAOM program only

ACL505 – Supervised Practice I
Units: 5
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.
Prerequisites: APP302, ACL403, AAC304, AAC205, AHB305, CBS0201, ADX302, AID402
Restrictions: MAOM program only

ACL606 – Supervised Practice II
Units: 5
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. Supervised 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.
Prerequisites: AAC203, AAC304, ABN204, ADX403, CPM0406, AAC305, AAC507, AHB506, APP511, XR0515, CDX601, ACL505
Restrictions: MAOM program only

ACL707– Supervised Practice III
Units: 5
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. Supervised 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. Supervised Practice III interns are required to attend clinical internship until the end of the break of the pertaining term.
Prerequisites: ACL606
Restrictions: MAOM program only

ACL808 –Independent Practice I
Units: 7
This course is the first in the third phase of clinical internship training and is designed to develop independent practice skills for interns to prepare them to become licensed AOM practitioners. Independent Practice (IP) interns actively participate in patient care more independently throughout the entire patient management process, although treatment protocols must be approved by their Clinical Supervisors. IP interns also engage in various other educational experiences, including case presentations, workshops, clinic rounds, guest lectures, and clinic promotional activities. Independent Practice I interns are required to attend clinical internship until the end of the break of the pertaining term.
Prerequisites: ACL707, ADX701, AHB709, APP701, APP702, CDX0707, AID701
Restrictions: MAOM program only

ACL906 –Independent Practice II
Units: 7
This course is the final in the third phase of clinical internship training and is designed to develop independent practice skills for interns to prepare them to become licensed AOM practitioners. Independent Practice (IP) interns actively participate in patient care more independently throughout the entire patient management process, although treatment protocols must be approved by their Clinical Supervisors. IP interns also engage in various other educational experiences, including case presentations, workshops, clinic rounds, guest lectures, and clinic promotional activities.
Prerequisites: ACL808
Restrictions: MAOM program only

ACL1010 – Advanced Clinical Practice
Units: 10
Under the direct supervision of clinical 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 and/or hospital settings.
Prerequisites: ACL1910, AID1910
Restrictions: DACM program only

ACL1210 – Clinical Observation I
Units: 1
This course introduces components of the patient interview with emphasis on effective verbal and written communication, development of appropriate interpersonal skills and establishing the doctor-patient relationship. Students will critically observe clinical encounters.
Prerequisites: APP1110
Restrictions: DACM program only

ACL1310 – Clinical Observation II
Units: 1
This course introduces the different levels, expectations, necessary attitudes and procedures required for clinical training. In addition, students will learn the use of electronic health records and how to search evidence in clinical cases. Students will continue to critically observe clinical encounters.
Prerequisites: ACL1210
Restrictions: DACM program only

ACL1410 – Clinical Observation III
Units: 3
This course emphasizes on the student learning in clinical setting. Students will actively participate in the observation of patient care under the supervision of a licensed acupuncturist but not actually performing hands-on treatment. They will critically observe clinical encounters and utilize evidence to support their observed patient cases. Students may also engage in various other educational experiences, including case presentations, workshops, clinic rounds, guest lectures, and clinic promotional activities.
Prerequisites: ACL1310
Restrictions: DACM program only

ACL1510 – Guided Clinical Practice I
Units: 2
Under the direct supervision of clinical 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.
Prerequisites: ACL1410, AID1410
Restrictions: DACM program only

ACL1610 – Guided Clinical Practice II
Units: 2
Under the direct supervision of clinical 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.
Prerequisites: ACL1510, AID1410
Restrictions: DACM program only

ACL1710 – Guided Clinical Practice III
Units: 6
Under the direct supervision of clinical 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.
Prerequisites: ACL1410, AID1410
Restrictions: DACM program only

ACL1810 – Intermediate Clinical Practice I
Units: 4
Under the direct supervision of clinical 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.
Prerequisites: ACL1710, AID1710
Restrictions: DACM program only

ACL1910 – Intermediate Clinical Practice II
Units: 6
Under the direct supervision of clinical 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.
Prerequisites: ACL1810, AID1710
Restrictions: DACM program only

ACMP401 – Clinical Medicine II: Principles of Clinical Medicine
Units: 5
This course is designed to prepare the Term 4 PA students for clinical rotations. The course will include lectures, small group problem solving, and active learning. The students ability to conduct a medical interview, perform the appropriate physical exam, present the case to their clinical preceptor, and document in the medical record will be assessed. Students will be instructed in how to perform clinical procedures as part of their case studies. The focus of this course will be to utilize the knowledge obtained in the didactic curriculum to develop strong problem-solving skills.
Prerequisites:
Restrictions: MSPA program only

ADX302 – Physical Examination
Units: 2
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.
Prerequisites: AAN101, AAN202
Corequisites: AAN303
Restrictions: MAOM program only

ADX403 – NMS (Neuromusculoskeletal) Examination
Units: 2
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.
Prerequisites: MAOM: AAN101, AAN202, AAN303
Restrictions: MAOM, MSPA programs only

ADX701 – Clinical Sciences and Medicine I
Units: 3
This course covers the etiology, epidemiology, pathophysiology, diagnosis and treatment of selected cardiovascular, nervous, gastrointestinal and genitourinary disorders.
Prerequisites: CPM0406, ADX403
Restrictions: MAOM program only

ADX802 – Clinical Sciences/Medicine II
Units: 3
This course covers the etiology, patho-physiology, diagnosis and treatment of pulmonary, infections hematological, gynecology/obstetrical pediatrics, ENT, and dermatological disorders.
Prerequisites: CPM0406, ADX403, CDX0601
Restrictions: MAOM program only

ADX903 – Clinical Science/Medicine III
Units: 3
This course covers the etiology, epidemiology, patho-physiology, diagnosis and treatment of pulmonary, infectious, hematological, gynecological/obstetrical, pediatrics, ENT and dermatological disorders, or equivalent as determined by instructor, department chair, and/or dean.
Prerequisites: CPM0406, ADX403, CDX0601
Restrictions: MAOM program only

ADX1010 – Advanced Case Studies
Units: 2
The culmination of didactic and clinical education, this course reviews previous material in a comprehensive, case-based format utilizing team-based learning and presentation. Students will present and be provided with comprehensive case histories from which they will determine appropriate diagnostic techniques, make diagnoses, and develop treatment plans with consideration of an integrative healthcare team. Students will learn to write case studies for publication.
Prerequisites: ADX1710, ADX1810, ADX1910, ACL1910
Restrictions: DACM program only

ADX1610 – Life Cycles
Units: 2
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.
Prerequisites: CPM0406
Restrictions: DACM program only

ADX1710 – Integrated Clinical Medicine I
Units: 3
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. Included are respiratory, gastroenterology, cardiovascular, pediatric, and geriatric diseases, pharmacology, surgery, radiology, nutrition and public health.
Prerequisites: CPM0406, APP1210, APP1310
Restrictions: DACM program only

ADX1720 – Basics of Oncology
Units: 2
This course focuses on cancer development and treatments currently applied in biomedical settings. Students will learn a variety of cancers, their causes and pathophysiologies, as well as exploring surgical, chemical, and radiological treatment options. Students will incorporate OM theories and treatment principles, including herbal therapies for cancer treatment.
Prerequisites: ADX1610
Restrictions: DACM program only

ADX1730 – Assisted Reproductive Technologies
Units: 3
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.
Prerequisites: APP1620, APP1630
Restrictions: DACM program only

ADX1810 – Integrated Clinical Medicine II
Units: 3
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.
Prerequisites: CPM0406, APP1210, APP1310
Restrictions: DACM program only

ADX1820 – OM Psychiatry and Counseling
Units: 2
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.
Prerequisites: APP1110, APP1210, APP1310
Restrictions: DACM program only

ADX1830 – Diseases of Aging
Units: 3
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.
Prerequisites: ADX1610
Restrictions: DACM program only

ADX1840 – Integrated Reproductive Medicine
Units: 4
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.
Prerequisites: CPM0406, APP1630, ADX1730
Restrictions: DACM program only

ADX1910 – Integrated Clinical Medicine III
Units: 3
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.
Prerequisites: CPM0406, APP1210, APP1310
Restrictions: DACM program only

ADX1920 – Successful Aging
Units: 3
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.
Prerequisites: ADX1830
Restrictions: DACM program only

ADX1930 – Advanced Acupuncture Orthopedics
Units: 3
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.
Prerequisites: AAC1510
Restrictions: DACM program only

AE0201 – Anatomy of the Extremities
Units: 4
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.
Restrictions: DC, DACM programs only

AHB102 – Materia Medica I
Units: 3
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 the herbal categories and the distinguishing features of each, and 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.
Restrictions: MAOM, DC programs only

AHB204 – Materia Medica II
Units: 3
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.
Prerequisites: AHB102
Restrictions: MAOM program only

AHB305 – Materia Medica III
Units: 3
This course covers the tastes, properties, channels, dosage, indications, major combinations and cautions/contraindications for individual herbs in different categories. This course covers the following herbal categories: Herbs that Tonifying (Qi, Blood, Yin and Yang); Herbs that regulate the Qi; Herbs that Regulate the Blood; Herbs that stabilize and bind; Herbs that Calm the Spirit; Substances that extinguish wind and stop Tremors.
Prerequisites: AHB102
Restrictions: MAOM program only

AHB406 – Materia Medica IV (Diu Yao)
Units: 3
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.
Prerequisites: AHB102, AHB204
Corequisites: AHB305
Restrictions: MAOM program only

AHB506 – Formulas and Strategies I
Units: 3
This course introduces the student to the functions, 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, and small-group discussions.
Prerequisites: AHB102 and AHB204
Restrictions: MAOM program only

AHB607 – Formulas and Strategies II
Units: 3
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 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, laboratory practice of herbal formulation, small-group discussions and problem-based, small-group, tutorials, and online analysis of case studies with prescription correlation.
Prerequisites: AHB102, AHB204, AHB305, AHB406
Restrictions: MAOM program only

AHB608 – Formulas and Strategies III
Units: 3
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, identification and practice of herbal formulation, small-group discussions and problem-based, small-group, tutorials.
Prerequisites: AHB102, AHB204, AHB305, AHB406, APP203, APP302
Restrictions: MAOM program only

AHB709 – OM Nutrition/Diet
Units: 3
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.
Prerequisites: AHB102, AHB204, AHB305, APP101
Restrictions: MAOM program only

AHB1110 – Chinese Herbology I
Units: 3
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.
Restrictions: DACM program only

AHB1210 – Chinese Herbology II
Units: 3
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, Substance 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.
Prerequisites: AHB1110
Restrictions: DACM program only

AHB1310 – Chinese Herbology III
Units: 3
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 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 Dispel Wind Dampness, Herbs that Regulate Qi, Herbs that Regulate Blood, Downward Draining Herbs, 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.
Prerequisites: AHB1110
Restrictions: DACM program only

AHB1410 – Chinese Herbology IV
Units: 3
This is the fourth 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 Warm the Interior and Expel Cold, Tonifying Herbs, and Herbs that Stabilize and Bind. 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, 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.
Prerequisites: AHB1110
Restrictions: DACM program only

AHB1510 – Chinese Herbal Prescriptions I
Units: 3
This course teaches the ingredients, preparation, actions, indications, analysis of formula, cautions/contraindications, counseling, 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, and online analysis of case studies with prescription correlation.
Prerequisites: AHB1110, AHB1210, AHB1310, AHB1410
Restrictions: DACM program only

AHB1610 – Chinese Herbal Prescriptions II
Units: 3
This course teaches the ingredients, preparation, actions, indications, analysis of formula, cautions/contraindications, counseling, 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, laboratory practice of herbal formulation, small-group discussions and problem-based, small-group, tutorials, and online analysis of case studies with prescription correlation.
Prerequisites: AHB1110, AHB1210, AHB1310, AHB1410
Restrictions: DACM program only

AHB1620 – Herbal Toxicology and Drug-Herb Interactions
Units: 1
This course covers the identification, evaluation, and management of drug-herb interactions, focusing on herbal interactions with commonly prescribed medications and interactions that may lead to serious adverse effects.
Prerequisites: AHB1110, AHB1210, AHB1310, AHB1410
Corequisites: CBN0601
Restrictions: DACM program only

AHB1710 – Chinese Herbal Prescriptions III
Units: 3
This course teaches the ingredients, preparation, actions, indications, analysis of formula, cautions/contraindications, counseling, 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, and online analysis of case studies with prescription correlation.
Prerequisites: AHB1110, AHB1210, AHB1310, AHB1410
Restrictions: DACM program only

AHB1711 – OM Nutrition/Diet
Units: 3
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 concept of self-care through 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.
Prerequisites: AHB1110, AHB1210, AHB1310, APP1110
Restrictions: DACM program only

AHB1720 – Shang Han Lun
Units: 2
In this course students will study Zhong-Jing's classic medical text Shang Han Lun (Febrile Diseases Due to Invasion of Cold). 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.
Prerequisites: AHB1110, AHB1210, AHB1310, AHB1410, APP1120
Restrictions: DACM program only

AHB1810 – Wen Bing Xue
Units: 2
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.
Prerequisites: AHB1110, AHB1210, AHB1310, AHB1410, APP1120
Restrictions: DACM program only

AHB1910 – Jin Gui Yao Lue
Units: 2
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.
Prerequisites: AHB1110, AHB1210, AHB1310, AHB1410, APP1120
Restrictions: DACM program only

AID402 – Acupuncture Competency Examination I (ACE I)
Units: 0
This course is designed to evaluate the Observation (OB) intern's competences by integrating basic science and Oriental medical knowledge and skills in order to determine the intern's clinical competences 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 (O.S.C.E). 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 consist of 200 multiple choice questions pertaining to the required courses for this exam.
Prerequisites: Completion of all courses trimesters 1-3. Minimum cumulative GPA 2.0. Not on academic probation.
Restrictions: MAOM program only

AID701 – Acupuncture Competency Examination II (ACE II)
Units: 0
This course is designed to evaluate the Supervised Practice 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 consists 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 (O.S.C.E.). 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 200 multiple choice questions pertaining to the required courses for this exam. Students will be given a break after the first 100 questions.
Prerequisites: Completion of all courses trimesters 1-5. Minimum cumulative GPA 2.0. Not on academic probation.
Restrictions: MAOM only

AID901 – Acupuncture Competency Examination III (ACE III)
Units: 0
This comprehensive examination is an exit exam, which will directly affect students' qualification for graduation. It also serves as 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.
Prerequisites: Completion of all courses trimesters 1-7. Minimum cumulative GPA 2.0. Not on academic probation.
Restrictions: MAOM program only

AID1410 – Acupuncture Competency Examination ID
Units: 0
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.
Prerequisites: Completion of all courses trimesters 1-3.
Restrictions: DACM program only

AID1710 – Acupuncture Competency Examination IID
Units: 0
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.
Prerequisites: Completion of all courses trimesters 1-6, AID1410
Restrictions: DACM program only

AID1910 – Acupuncture Competency Examination IIID
Units: 0
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.
Prerequisites: Completion of all courses trimesters 1-8, AID1710
Restrictions: DACM program only

APP101 – OM Theories I
Units: 3
This course is devoted to the study of the basic philosophy and foundations of Traditional Oriental Medicine. This course will introduce the 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.
Restrictions: MAOM, DC programs only

APP105 – Tai Ji/Qi Gong
Units: 1
This course is devoted to teach the short form of Yang style Tai Ji Quan (Yang 8). Additionally, various breathing exercises and Qi Gong movements will be introduced. The purpose of this course and of these exercises is to teach students basic Tai Ji Quan principles and discuss the role of TaiJi Quan and Qi Gong in maintaining and promoting health for both the practitioner and the patient.
Restrictions: MAOM, DACM, DC programs only

APP203 – Oriental Medicine Diagnosis
Units: 3
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.
Restrictions: MAOM program only

APP302 – Oriental Medicine Theories II
Units: 3
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.
Prerequisites: APP203
Restrictions: MAOM program only

APP401 – OM Critical Thinking I (Family Medicine)
Units: 3
This course, OM family medicine, introduces the diagnosis and treatment of disease according to the principles of Chinese medicine and integrative medicine from a primary care provider perspective. Students will learn acupuncture, herbal, and other Chinese medical modalities used to treat commonly seen diseases in family medicine practice. It includes respiratory, gastroenterology, cardiovascular, pediatrics, and geriatric diseases.
Prerequisites: AAN101, AAN202, AAN303, CPM0302, ADX302, AHB102, AHB204, AHB305, APP101, APP302, APP203, AAC102, AAC203, AAC304, CBS0201, ABN204
Corequisites: CPM0406, ADX403, AHB406
Restrictions: MAOM program only

APP511 – Tui-Na/Massage/Acupressure
Units: 2
This is a clinical skills course emphasizing the traditional Chinese Physical Therapy methods of Tui-Na/Massage, which also include 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. Student will also learn manipulation methods for treating structural and soft tissue injuries and dysfunction.
Prerequisites: MAOM: AAN101, AAN202, AAN303, DACM: GA0102, GA0202
Restrictions: MAOM and DACM programs only

APP608 – Practice Management
Units: 3
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.
Restrictions: MAOM program only

APP701 – Shang Han Lun
Units: 3
This course teaches Dr. Zhang, Zhong-Jing's Classic Chinese Medicine Theory-Shang Han Lun (Febrile Diseases Due to Invasion of Cold). 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.
Prerequisites: APP302, APP203, AHB506, AHB607
Restrictions: MAOM program only

APP702 – OM Critical Thinking II (Specialty Medicine)
Units: 3
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.
Prerequisites: AAC102, AAC203, AAC304, AAN101, AAN202, AAN303, AAC205, AAC305, ABN204, ADX302, ADX403, AHB102, AHB204, AHB305, AHB406, AHB506, AHB607, AHB608, APP101, APP302, APP203, APP401, XR0515, CDX0601, CDX0707
Restrictions: MAOM program only

APP811 – OM Internal Medicine I
Units: 3
This course teaches the most common symptoms and diseases in Oriental Internal Medicine. The Main contents of this course discuss internal injury and miscellaneous diseases. Students will learn the etiology, pathology, OM Diagnosis/ differentiation, treatment plan and treatment for Headaches, Dizziness, Cough, Breathlessness, Wheezing, Lung Abscess, Mental-Emotional Problems, Insomnia, Tinnitus & Deafness, Chest Painful Obstruction, Epigastric Pain, Hypochondriac Pain, Wasting and Thirsting Disorder, Fever due to Internal Dysfunction and Abdominal Masses.
Prerequisites: APP203, APP302, AHB102, AHB204, AHB305, AHB506, AHB607, AHB608
Restrictions: MAOM program only

APP814 – OM Gynecology
Units: 3
This course covers the Oriental Medicine theory, physiology, differentiation and treatment of gynecological conditions. The topics include Oriental Medicine gynecological physiology, etiology, pathogenesis, diagnosis of menstrual disorders, diseases during pregnancy, diseases after childbirth and other gynecological disorders (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.
Prerequisites: APP203, APP101, APP302, AHB506, AHB607, AHB608, AAC507, AAC706
Restrictions: MAOM program only

APP816 – OM Infectious Disease (Wen Bing Xue) & Essential Prescriptions of the Golden Cabinet (Jing Gui Yao Lue)

Units: 3

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. Students will also learn the main theoretical concepts and herbal prescriptions of the major internal diseases in the Essential Prescriptions of the Golden Cabinet (Jing Gui Yao Lue) as they apply to clinical use. The course includes lecture, class discussion, case studies and self-directed course projects.

Prerequisites: APP203, APP101, APP302, AHB102, AHB204, AHB305, AHB406, AHB506, AHB607, AHB608

Restrictions: MAOM program only

APP903 – OM Critical Thinking III

Units: 3

This course integrates all the courses by using comprehensive case studies. Students will learn how to make OM pattern differential diagnosis, how to integrate Western and Eastern Medicine diagnoses, and how to prescribe herbal formulas and acupuncture treatment for the patients. Case studies and clinical experience will be used to demonstrate clinical applicability. The course includes lecture, class discussion, case studies and self-directed course projects.

Prerequisites: AAC102, AAC203, AAC304, AAC205, AAC305, AAN101, AAN202, AAN303, ABN204, ADX302, AHB102, AHB204, AHB305, AHB406, AHB506, AHB607, AHB608, APP101, APP302, APP203, XR0515, APP401, APP702, CBN0601, CDX0601, CDX0707

Restrictions: MAOM program only

APP912 – OM Internal Medicine II

Units: 3

This course covers the most common symptoms and diseases in Oriental Internal Medicine. Students will learn the etiology, pathogenesis, OM Diagnosis/differentiation, treatment principles, acupuncture and herbal treatment for the gastrointestinal disorders (abdominal pain, diarrhea, and constipation), urogenital disorders (painful-urination syndrome, enuresis and incontinence, edema), musculoskeletal disorders (painful obstruction syndrome, lower back-ache and sciatica), neurological disorders (Parkinson's disease, wind-stroke, atrophy syndrome, multiple sclerosis), hematological disorders (hemoptysis, hematochezia, and hematuria) , eamaturia, epistaxishema bleeding), and respiratory disorders (common cold and influenza). The course includes lecture presentations, class discussion, and case studies

Prerequisites: AAC507, AAC706**,** AHB102, AHB204, AHB305, AHB406, AHB506, AHB607, AHB608, APP101, APP302

Restrictions: MAOM program only

APP1110 – Oriental Medicine Theory
Units: 4
This course is devoted to the study of the basic philosophy and foundations of Traditional Chinese Medicine. This course introduces the concepts of yin and yang theory, five element theory, vital substances (qi, blood, essence and body fluids), zang and fu organs theory, extraordinary organs theory, causes of diseases, pathogenesis of yin and yang pattern disharmony, and the mechanism of qi. Course instruction includes lectures, discussions, and critical thinking. Evidence-based concepts will be introduced and utilized along with literature search and interpretation.
Restrictions: DACM program only

APP1120 – Classical Foundations
Units: 2
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.
Restrictions: DACM program only

APP1210 – Oriental Medicine Diagnosis I
Units: 4
This course explores common diagnostic parameters in Oriental medicine. This includes eight principle pattern identification; viscera-bowel (zang fu) pathomechanisms and pattern identification; four levels and six stages pattern identification; qi, blood, and fluid pattern identification; pathogenic factor pattern identification; and three burners' pattern identification.
Prerequisites: APP1110
Restrictions: DACM program only

APP1310 – Oriental Medicine Diagnosis II
Units: 3
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 live and written case study exercises focused on establishing a diagnosis and developing a basic treatment plan.
Prerequisites: APP1110**,** APP1210
Restrictions: DACM program only

APP1510 – Huang Di Nei Jing
Units: 2
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
Prerequisites: APP1120, AAC1110, AAC1210, AAC1310, APP1110, APP1210, APP1310,
Restrictions: DACM program only

APP1520 – AOM Jurisprudence
Units: 1
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. This course includes compliance with OSHA and other regulatory agencies.
Restrictions: MAOM, DACM programs only

APP1610 – Classics of Acupuncture
Units: 2
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.
Prerequisites: AAC1110, AAC1210, AAC1310, APP1110, APP1210, APP1310
Restrictions: DACM program only

APP1620 – Integrated Gynecology
Units: 4
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. Male sexual health is also included.
Prerequisites: CPM0406, APP1210, APP1310
Restrictions: DACM program only

APP1630 – Andrology
Units: 3
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.
Prerequisites: GA0102, GA0202, PH0302, PH0311, CPM0302, CPM0406, AAC1110, AAC1210, AAC1310, APP1110, APP1210, APP1310
Restrictions: DACM program only

APP1710 – Capstone I
Units: 2
This course prepares students for the completion of capstone projects. In this course students will review basic academic writing skills and learn how to prepare a manuscript for peer-review and publication. Students will learn the step-by-step process for the completion of their capstone project from topic selection, purpose statement, literature search, writing, and peer-review to oral presentation. The course includes writing samples, reports on literature search, and peer-review of published works. Capstone topic submissions will be reviewed by the Capstone Project Committee and Capstone Advisors assigned who will work with the student throughout the subsequent three terms to completion of the capstone.
Prerequisites: Completion of all courses trimesters 1-6, AID1410
Restrictions: DACM program only

APP1810 – Capstone II
Units: 2
This course continues the work of Capstone I in preparing students for the completion of their capstone projects. In this course students will submit portions of their capstone projects for advisor and peer review. The students will start collecting data or putting their project together and draft a written report and oral presentation. In addition to class work and assignments, students will be required to meet regularly with their capstone advisor to assess project progress.
Prerequisites: APP1710
Restrictions: DACM program only

AY1000 – Ayurvedic Basic Principles I
Units: 3
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, OJUS, PRANA, AGNI, AAMA, RASA and SROTAS. Basic explanation about SANKYA, NYAYA and VAISHESHIKA philosophy will be explained.
Restrictions: Ayurvedic Wellness Educator Certificate program only

AY1100 – Ayurvedic Pathology I
Units:
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 online meetings as well as e-learning component.
Prerequisites:, AY1000, AY1500, AY1700, AY1800
Restrictions: Ayurvedic Wellness Educator Certificate program only

AY1200 – Ayurvedic Herbology and Pharmaceutics I
Units:
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
Prerequisites: AY1100, AY1800
Corequisites: AYCLIN1A
Restrictions: Ayurvedic Wellness Educator Certificate program only

AY1300 – Ayurvedic Rejuvenation I
Units:
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 KUTIPRAVESHIKA, POORVAKARMA and PASCHAT KARMA of KUTIPRAVESHIKA 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.
Prerequisites: AY1100, AY1200, AY1800
Restrictions: Ayurvedic Wellness Educator Certificate program only

AY1400 – Marma Points and Ayurvedic Detoxification Methods/ Body Work I
Units:
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.
Prerequisites: AY1100, AY1200
Restrictions: Ayurvedic Wellness Educator Certificate program only

AY1500 – Sanskrit
Units: 2
This course provides basic understanding of ayurvedic terminology in Sanskrit language required to learn ayurvedic medicine, its philosophy and concepts.
Restrictions: Ayurvedic Wellness Educator Certificate program only

AY1600 – Ayurvedic History
Units: 2
This course explores the 5000 year history that has contributed to the orderly 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.
Restrictions: Ayurvedic Wellness Educator Certificate program only

AY1700 – Ayurvedic Preventative Science
Units: 3
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.
Prerequisites: AY1000, AY1500
Restrictions: Ayurvedic Wellness Educator Certificate program only

AY1800 – Ayurvedic Nutrition
Units: 3
In this module, students will learn general concepts of AHARA DRAVYAs (diet substances) in structuring a diet. This course is designed to improve self-care among future health care practitioner as well for the benefits of their patients. Students will learn about qualities and actions of various grains, legumes, spices, vegetables and greens. 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/or abnormal uses of RASAS and VATA, PITTA and KAPHA Dosha balancing diets. Students will learn hands-on, practical approaches for making various meal preparation to reduce the risk of disease and promote health. Additionally this course will also discuss the concept of SATVIK AHAARA, PATHYA used in PANCHAKARMA and various health conditions.
Restrictions: Ayurvedic Wellness Educator Certificate program only

AY1900 – Introduction to Ayurvedic Healing
Units: 3
The course is designed for Understanding of common ailments and healing methods through home remedies and commonly used herbs. The course combines all that the students have learnt and involves critical thinking and clinical reasoning. Case histories and therapeutics are reviewed, with class and group interactions.
Prerequisites: AY1000, AY1200, AY1100, AY1400
Restrictions: Ayurvedic Wellness Educator Certificate program only

AY2000 – Ayurvedic Basic Principles II
Units: 4
The course is designed to impart deeper understanding of Ayurvedic fundamental principles. Students will gain in depth knowledge of DOSHA, DHATUS, MALAS, PRAKRUTHI, PANCHA MAHABOOTHAS, ATHMA, AHANKARA, BUDHI, SROTAS and GARBHA SHAREERA. Students will also understand the concept of SIRA, LASIKA, PESHI, KOSTA, ASHAYA, and KALA explained in Ayurveda. This course also describes GARBHA SHAREERA explained in in the ayurvedic medicine. Students will gain the knowledge of various chapters from Charaka Suthrasthana such as KHUDDAKACHATUSHPADAM ADHYAYAM, MAHACHATUSPADAM ADHYAYAM, TISRAISANIYAMADHYAYAM ADHYAYAM, DIRGHANJIVITIYAM ADHYAYAM, INDRIYOPAKRAMANIYAM ADHYAYAM, MAHAROGA ADHYAYAM and ASHTAUNINDITIYA ADHYAYAM.
Prerequisites: Ayurvedic Wellness Educator Certificate
Restrictions: Ayurvedic Practitioner Certificate program only

AY2100 – Ayurvedic Pathology II
Units: 5
This course will discuss the etiopathogenesis, clinical features of diseases of annavaha srotas (digestive System), pranavaha srotas (respiratory system), raktavaha 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.
Prerequisites: Ayurvedic Wellness Educator Certificate
Restrictions: Ayurvedic Practitioner Certificate program only

AY2200 – Ayurvedic Herbology and Pharmaceutics II
Units: 5
This course explores further into Ayurvedic principles of Herbology and Pharmaceutics. Compare and contrast EKA MOOLIKA PRAYOGA (use of single herbs in specific pathologies). Methods of combining herbs into formulas for use in the management of a variety of disorders. Students will be able to compare, contrast, the functions, indications, and contraindications of a variety of formulas.
Prerequisites: AY2100
Restrictions: Ayurvedic Practitioner Certificate program only

AY2300 – Ayurvedic Rejuvenation II
Units: 2
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 vajiakrana formulation also will be discussed.
Prerequisites: AY2100, AY2200
Restrictions: Ayurvedic Practitioner Certificate program only

AY2400 – Marma Points and Ayurvedic Detoxification Methods/Body Work II
Units: 5
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.
Prerequisites: AY2100, AY2200
Restrictions: Ayurvedic Practitioner Certificate program only

AY2501 – Ayurvedic Internal Medicine I
Units: 6
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.
Prerequisites: AY2000, AY2100, AY2200, AY2400
Restrictions: Ayurvedic Practitioner Certificate program only

AY2502 – Ayurvedic Internal Medicine II
Units: 6
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.
Prerequisites: AY2000, AY2100, AY2200, AY2400
Restrictions: Ayurvedic Practitioner Certificate program only

AY2600 – Ayurveda Practitioner Project
Units: 7
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.
Restrictions: Ayurvedic Practitioner Certificate program only

AYCLIN1A – Ayurvedic Clinic I
Units: 2
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.
Restrictions: Ayurvedic Wellness Educator Certificate program only

AYCLIN1B – Ayurvedic Clinic II
Units: 2
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.
Restrictions: Ayurvedic Wellness Educator Certificate program only

AYCLIN2A – Ayurveda Clinic II-A
Units: 2
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.
Restrictions: Ayurvedic Practitioner Certificate program only

AYCLIN2B – Ayurveda Clinic II-B
Units: 8
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.
Restrictions: Ayurvedic Practitioner Certificate program only

AYCLIN2C – Ayurveda Clinic II-C
Units: 7
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.
Restrictions: Ayurvedic Practitioner Certificate program only

AYYOG1 – Yoga I
Units: 2
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.
Restrictions: Ayurvedic Wellness Educator Certificate program only

AYYOG2 – Yoga II
Units: 2
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.
Prerequisites: AYYOG1
Restrictions: Ayurvedic Practitioner Certificate program only

BIO111 – General Biology I (lecture)
Units: 3
This course is the first in a two part series covering a general study of life processes, emphasizing basic concepts of biology suitable as a general education elective for non-science majors. Concepts to be covered in this first part include: Scientific method, and importance of scientific literacy, biological principles of life; levels of biological organization, importance of chemistry for life; characteristics of biological molecules, the cell as a living unit, variations in cell structure, characteristics of the plasma membrane, diffusion, osmosis, active transport, other transport methods for large molecules, energy capture and transfer: photosynthesis and glucose catabolism.
Prerequisites: High School Diploma or equivalent; General Education courses are highly recommended
Corequisites: BIO111L
Restrictions: Accelerated Science

BIO111L – General Biology I (laboratory)
Units: 1
This course is the first in a two part series covering a general study of life processes, emphasizing basic concepts of biology suitable as a general education elective for non-science majors. Concepts to be covered in this first part include: Scientific method, and importance of scientific literacy, biological principles of life; levels of biological organization, importance of chemistry for life; characteristics of biological molecules, the cell as a living unit, variations in cell structure, characteristics of the plasma membrane, diffusion, osmosis, active transport, other transport methods for large molecules, energy capture and transfer: photosynthesis and glucose catabolism.
Prerequisites: High School Diploma or equivalent; General Education courses are highly recommended
Corequisites: BIO111
Restrictions: Accelerated Science

BIO116 – General Biology II (lecture)
Units: 3
This course is the second in a two part series covering a general study of life processes, emphasizing basic concepts of biology suitable as a general education elective for non-science majors. Concepts to be covered in this second part include: cellular division: mitosis vs. meiosis, basic genetics: chromosomes, replication and inheritance patterns, protein synthesis and the molecular functioning of cells, molecular biological techniques and their application to modern biological problems, comparative anatomy and physiology of animal organ systems, natural selection, evolution and speciation, diversity of Life, organisms and their environment; ecology and animal behavior.
Prerequisites: BIO111 and BIO111L or equivalent
Corequisites: BIO116L
Restrictions: Accelerated Science

BIO116L – General Biology II (laboratory)
Units: 1
This course is the second in a two part series covering a general study of life processes, emphasizing basic concepts of biology suitable as a general education elective for non-science majors. Concepts to be covered in this second part include: cellular division: mitosis vs. meiosis, basic genetics: chromosomes, replication and inheritance patterns, protein synthesis and the molecular functioning of cells, molecular biological techniques and their application to modern biological problems, comparative anatomy and physiology of animal organ systems, natural selection, evolution and speciation, diversity of Life, organisms and their environment; ecology and animal behavior.
Prerequisites: BIO111 and BIO111L or equivalent
Corequisites: BIO116
Restrictions: Accelerated Science

BIO221 – Anatomy and Physiology I (lecture)
Units: 3
This course is the first in a two-part series covering gross and microscopic structure of human body and basic understanding of physiological mechanisms. The course provides thorough analyses of organization of human body including chemical, cellular and tissue levels of organization; covering support and movement of the body including the integumentary system, bones and skeletal tissue, the human skeleton, joints, muscle tissue and the muscular system; regulation and integration of the body including the endocrine system; and the systems required for body maintenance including digestive system and the principles of nutrition, metabolism, and energy balance. Laboratory includes work with microscope, Anatomage table, human body models, and cadavers. Accepted as transfer credit by numerous colleges and universities.
Prerequisites: High School Diploma or equivalent
Corequisites: BIO221L
Restrictions: Accelerated Science

BIO221L – Anatomy and Physiology I (laboratory)
Units: 1
This course is the first in a two-part series covering gross and microscopic structure of human body and basic understanding of physiological mechanisms. The course provides thorough analyses of organization of human body including chemical, cellular and tissue levels of organization; covering support and movement of the body including the integumentary system, bones and skeletal tissue, the human skeleton, joints, muscle tissue and the muscular system; regulation and integration of the body including the endocrine system; and the systems required for body maintenance including digestive system and the principles of nutrition, metabolism, and energy balance . Laboratory includes work with microscope, Anatomage table, human body models, and cadavers. Accepted as transfer credit by numerous colleges and universities.
Prerequisites: High School Diploma or equivalent
Corequisites: BIO221
Restrictions: Accelerated Science

BIO226 – Anatomy and Physiology II (lecture)
Units: 3
This course is the second in a two-part series covering gross and microscopic structure of human body and basic understanding of physiological mechanisms. This course introduces the principles of regulation and integration of the body including the fundamentals of nervous tissue and the nervous system covering the central/peripheral and somatic/autonomic nervous systems; the cardiovascular system including blood, heart, blood vessels and physiology of circulation; the lymphatic system including the lymphoid organs and tissues, the immune system including innate and adaptive body defenses, the respiratory system including functional anatomy and respiratory physiology, the urinary system, the principles of fluid, electrolyte, and acid-base balance in human body, and the reproductive system including both male and female sexual reproduction anatomy and physiology. Laboratory includes work with microscope, Anatomage table, human body models, and cadavers. Accepted as transfer credit by numerous colleges and universities.
Prerequisites: High School Diploma or equivalent; Anatomy and Physiology I
Corequisites: BIO226L
Restrictions: Accelerated Science

BIO226L – Anatomy and Physiology II (laboratory)
Units: 1
This course is the second in a two-part series covering gross and microscopic structure of human body and basic understanding of physiological mechanisms. This course introduces the principles of regulation and integration of the body including the fundamentals of nervous tissue and the nervous system covering the central/peripheral and somatic/autonomic nervous systems; the cardiovascular system including blood, heart, blood vessels and physiology of circulation; the lymphatic system including the lymphoid organs and tissues, the immune system including innate and adaptive body defenses, the respiratory system including functional anatomy and respiratory physiology, the urinary system, the principles of fluid, electrolyte, and acid-base balance in human body, and the reproductive system including both male and female sexual reproduction anatomy and physiology. Laboratory includes work with microscope, Anatomage table, human body models, and cadavers. Accepted as transfer credit by numerous colleges and universities.
Prerequisites: High School Diploma or equivalent; Anatomy and Physiology I
Corequisites: BIO226
Restrictions: Accelerated Science

BIO231 – Microbiology (lecture)
Units: 3
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.
Prerequisites: High School Diploma or equivalent
Corequisites: BIO231L
Restrictions: Accelerated Science

BIO231L – Microbiology (laboratory)
Units: 1
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.
Prerequisites: High School Diploma or equivalent
Corequisites: BIO231
Restrictions: Accelerated Science

BIO241 – Human Biology I (lecture)
Units: 3
This course is the first in a two part series covering a general study of human body, emphasizing basic concepts of human biology suitable for health science majors and as an elective for non-science majors. Concepts to be covered in this first part include: humans in the world of biology, cell and its chemistry, body organization and homeostasis, development through life emphasizing on mental disorders such as Autism Spectrum Disorder, chromosomes and cell division, stem cells, genetics and human inheritance, DNA and biotechnology, cancer, humans and their environment including their populations, limited resources, and pollution.
Prerequisites: High School Diploma or equivalent
Corequisites: BIO241L
Restrictions: Accelerated Science

BIO241L – Human Biology I (laboratory)
Units: 1
This course is the first in a two part series covering a general study of human body, emphasizing basic concepts of human biology suitable for health science majors and as an elective for non-science majors. Concepts to be covered in this first part include: humans in the world of biology, cell and its chemistry, body organization and homeostasis, development through life emphasizing on mental disorders such as Autism Spectrum Disorder, chromosomes and cell division, stem cells, genetics and human inheritance, DNA and biotechnology, cancer, humans and their environment including their populations, limited resources, and pollution.
Prerequisites: High School Diploma or equivalent
Corequisites: BIO241
Restrictions: Accelerated Science

BIO246 – Human Biology II (lecture)
Units: 3
This course is the second in a two part series covering a general study of human body, emphasizing basic concepts of human biology suitable for health science majors and as an elective for non-science majors. Concepts to be covered in this second part include body organ systems: the cell biology of skeletal and muscular systems, neurons and the nervous system, the endocrine system and related diseases such as Diabetes Mellitus, the cardiovascular and lymphatic systems with emphasis on major cardiovascular diseases, body defense mechanisms against infectious diseases, the respiratory system function at a cellular level, the digestive system and nutrition with emphasis on the obesity epidemic, cell biology of the Urinary and reproductive systems covering major sexually transmitted diseases such as AIDS.
Prerequisites: High School Diploma or equivalent
Corequisites: BIO246L
Restrictions: Accelerated Science

BIO246L – Human Biology II (laboratory)
Units: 1
This course is the second in a two part series covering a general study of human body, emphasizing basic concepts of human biology suitable for health science majors and as an elective for non-science majors. Concepts to be covered in this second part include body organ systems: the cell biology of skeletal and muscular systems, neurons and the nervous system, the endocrine system and related diseases such as Diabetes Mellitus, the cardiovascular and lymphatic systems with emphasis on major cardiovascular diseases, body defense mechanisms against infectious diseases, the respiratory system function at a cellular level, the digestive system and nutrition with emphasis on the obesity epidemic, cell biology of the Urinary and reproductive systems covering major sexually transmitted diseases such as AIDS.
Prerequisites: High School Diploma or equivalent
Corequisites: BIO246
Restrictions: Accelerated Science

BIO251 – Human Anatomy (lecture)
Units: 3
This course is a rigorous anatomy course designed for health sciences and physical education majors. It covers the gross and microscopic anatomy of the human body. Course topics begin with an introduction of anatomical terminology and tissue classifications, followed by the structural and functional anatomy of the organ systems (integumentary, skeletal, muscular, nervous, endocrine, cardiovascular, lymphatic, respiratory, digestive, urinary and reproductive systems). A structure-function approach provides the background to achieve the learning objectives for the course, which are concepts necessary in understanding the human body and in professions such as medicine, physician assistant, chiropractic, dental hygiene, pharmacy, nursing, physical therapy, sports and leisure studies, and other medical related fields. Laboratory includes work with microscope, Anatomage table, human body models, and cadavers.
Prerequisites: High School Diploma or equivalent
Corequisites: BIO251L
Restrictions: Accelerated Science

BIO251L – Human Anatomy (laboratory)
Units: 1
This course is a rigorous anatomy course designed for health sciences and physical education majors. It covers the gross and microscopic anatomy of the human body. Course topics begin with an introduction of anatomical terminology and tissue classifications, followed by the structural and functional anatomy of the organ systems (integumentary, skeletal, muscular, nervous, endocrine, cardiovascular, lymphatic, respiratory, digestive, urinary and reproductive systems). A structure-function approach provides the background to achieve the learning objectives for the course, which are concepts necessary in understanding the human body and in professions such as medicine, physician assistant, chiropractic, dental hygiene, pharmacy, nursing, physical therapy, sports and leisure studies, and other medical related fields. Laboratory includes work with microscope, Anatomage table, human body models, and cadavers.
Prerequisites: High School Diploma or equivalent
Corequisites: BIO251
Restrictions: Accelerated Science

BIO261 – Human Physiology (lecture)
Units: 3
This course is designed primarily for health sciences programs including medicine, physician assistant, chiropractic, dental hygiene, pharmacy, nursing, physical therapy, sports and leisure studies, and other medical related fields. It is an in depth study of human function. Special attention is given to the abnormal as well as the normal functional state of the organ systems including integumentary, skeletal, muscular, nervous, endocrine, cardiovascular, lymphatic, respiratory, digestive, urinary and reproductive systems. The laboratory experience includes selected exercises that emphasize the interrelationships between structure and function.
Prerequisites: High School Diploma or equivalent
Corequisites: BIO261L
Restrictions: Accelerated Science

BIO261L – Human Physiology (laboratory)
Units: 1
This course is designed primarily for health sciences programs including medicine, physician assistant, chiropractic, dental hygiene, pharmacy, nursing, physical therapy, sports and leisure studies, and other medical related fields. It is an in depth study of human function. Special attention is given to the abnormal as well as the normal functional state of the organ systems including integumentary, skeletal, muscular, nervous, endocrine, cardiovascular, lymphatic, respiratory, digestive, urinary and reproductive systems. The laboratory experience includes selected exercises that emphasize the interrelationships between structure and function.
Prerequisites: High School Diploma or equivalent
Corequisites: BIO261
Restrictions: Accelerated Science

BIO321 – Anatomy and Physiology I (lecture)
Units: 3
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.
Prerequisites: BIO345, BIO345L
Corequisites: BIO321L
Restrictions: BSBS program only

BIO321L – Anatomy and Physiology I (laboratory)
Units: 1
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.
Corequisites: BIO321
Restrictions: BSBS program only

BIO322 – Biochemistry (lecture)
Units: 3
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. This course will serve as an extension of organic chemistry, in that a thorough understanding of bio-macromolecules will be achieved. The structure, function, and mechanism of polymerization will be investigated as pertains to proteins, carbohydrates, and nucleic acids. Metabolic processes will be studied, including glycolysis, the citric acid cycle, electron transport and oxidative phosphorylation. A goal will be to comprehend these complex biochemical processes with a rigid mechanistic approach, similar to that of organic chemistry.
Prerequisites: High School Diploma or equivalent; General Chemistry 1 and 2, and Organic Chemistry 1
Corequisites: BIO322L
Restrictions: Accelerated Science

BIO322L – Biochemistry (laboratory)
Units: 1
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. This course will serve as an extension of organic chemistry, in that a thorough understanding of bio-macromolecules will be achieved. The structure, function, and mechanism of polymerization will be investigated as pertains to proteins, carbohydrates, and nucleic acids. Metabolic processes will be studied, including glycolysis, the citric acid cycle, electron transport and oxidative phosphorylation. A goal will be to comprehend these complex biochemical processes with a rigid mechanistic approach, similar to that of organic chemistry.
Prerequisites: High School Diploma or equivalent; General Chemistry 1 and 2, and Organic Chemistry 1
Corequisites: BIO322
Restrictions: Accelerated Science

BIO326 – Anatomy and Physiology II (lecture)
Units: 3
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.
Prerequisites: BIO321, BIO321L
Corequisites: BIO326L
Restrictions: BSBS program only

BIO326L – Anatomy and Physiology II (laboratory)
Units: 1
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.
Prerequisites: BIO321, BIO321L
Corequisites: BIO326
Restrictions: BSBS program only

BIO331 – Microbiology (lecture)
Units: 3
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.
Prerequisites: BIO346, BIO346L
Corequisites: BIO331L
Restrictions: BSBS program only

BIO331L – Microbiology (laboratory)
Units: 1
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.
Corequisites: BIO331
Restrictions: BSBS program only

BIO340 – Biological Psychology
Units: 4
This course will examine the development and function of the brain. It will assess various sensory systems, and how neural processes inform the human experience through sleep, sex, emotion, hunger, and other aspects of consciousness. An assessment of causes of brain damage and various psychiatric disorders will also be reviewed.
Prerequisites: High School Diploma or equivalent; Psychology I
Restrictions: Accelerated Science

BIO345 – Human Biology I (lecture)
Units: 3
This course is the first in a two part series covering a general study of human body, emphasizing basic concepts of human biology suitable for health science majors and as an elective for non-science majors. Concepts to be covered in this first part include: humans in the world of biology, cell and its chemistry, body organization and homeostasis, development through life emphasizing on mental disorders such as Autism Spectrum Disorder, chromosomes and cell division, stem cells, genetics and human inheritance, DNA and biotechnology, cancer, humans and their environment including their populations, limited resources, and pollution.
Corequisites: BIO345L
Restrictions: BSBS program only

BIO345L – Human Biology I (laboratory)
Units: 1
This course is the first in a two part series covering a general study of human body, emphasizing basic concepts of human biology suitable for health science majors and as an elective for non-science majors. Concepts to be covered in this first part include: humans in the world of biology, cell and its chemistry, body organization and homeostasis, development through life emphasizing on mental disorders such as Autism Spectrum Disorder, chromosomes and cell division, stem cells, genetics and human inheritance, DNA and biotechnology, cancer, humans and their environment including their populations, limited resources, and pollution.
Corequisites: BIO345
Restrictions: BSBS program only

BIO346 – Human Biology II (lecture)
Units: 3
This course is the second in a two part series covering a general study of human body, emphasizing basic concepts of human biology suitable for health science majors and as an elective for non-science majors. Concepts to be covered in this second part include body organ systems: the cell biology of skeletal and muscular systems, neurons and the nervous system, the endocrine system and related diseases such as Diabetes Mellitus, the cardiovascular and lymphatic systems with emphasis on major cardiovascular diseases, body defense mechanisms against infectious diseases, the respiratory system function at a cellular level, the digestive system and nutrition with emphasis on the obesity epidemic, cell biology of the Urinary and reproductive systems covering major sexually transmitted diseases such as AIDS.
Corequisites: BIO346L
Prerequisites: BIO345, BIO345L
Restrictions: BSBS program only

BIO346L – Human Biology II (laboratory)
Units: 1
This course is the second in a two part series covering a general study of human body, emphasizing basic concepts of human biology suitable for health science majors and as an elective for non-science majors. Concepts to be covered in this second part include body organ systems: the cell biology of skeletal and muscular systems, neurons and the nervous system, the endocrine system and related diseases such as Diabetes Mellitus, the cardiovascular and lymphatic systems with emphasis on major cardiovascular diseases, body defense mechanisms against infectious diseases, the respiratory system function at a cellular level, the digestive system and nutrition with emphasis on the obesity epidemic, cell biology of the Urinary and reproductive systems covering major sexually transmitted diseases such as AIDS.
Corequisites: BIO346
Prerequisites: BIO345, BIO345L
Restrictions: BSBS program only

BIO422 – Biochemistry (lecture)
Units: 3
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.
Prerequisites: OCHM411, OCHM411L
Corequisites: BIO422L
Restrictions: BSBS program only

BIO422L – Biochemistry (laboratory)
Units: 1
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.
Prerequisites: OCHM411, OCHM411L
Corequisites: BIO422
Restrictions: BSBS program only

BIO440 – Biological Psychology
Units: 4
This course will examine the development and function of the brain. It will assess various sensory systems, and how neural processes inform the human experience through sleep, sex, emotion, hunger, and other aspects of consciousness. An assessment of causes of brain damage and various psychiatric disorders will also be reviewed.
Restrictions: BSBS program only

BIO470 – Integrative Health Field Practicum
Units: 4
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).
Prerequisites: IH460
Restrictions: BSBS program only

BIO480 – Capstone/Thesis
Units: 4
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).
Prerequisites: BIO470
Restrictions: BSBS program only

BN0213 – Human Biochemistry (lecture)
Units: 3
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, and homework assignments. Correlation of biochemistry to the human body structure, normal and abnormal body conditions, nutrition and diagnosis are stressed.
Corequisites: DC: BN0213L
Restrictions: DC, MAOM, DACM, MSPA programs only

BN0213L – Human Biochemistry (laboratory)
Units: 1
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, and homework assignments. Correlation of biochemistry to the human body structure, normal and abnormal body conditions, nutrition and diagnosis are stressed.
Prerequisites: Completion of a collegiate level chemistry class with lab. Organic chemistry recommended.
Corequisites: DC: BN0213
Restrictions: DC program only

BN0405 – Biochemical Nutrition
Units: 3
This basic nutrition course focuses on the following aspects of human nutrients: chemistry, food sources, bodily storage, 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, and discussion of practical nutrition topics.
Prerequisites: BN0213
Restrictions: DC, DACM, MSPA programs only

BN0510 – Clinical Nutrition
Units: 4
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 healthcare professionals. 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.
Prerequisites: BN0405
Restrictions: DC, DACM, MSPA programs only

CBN0601 – Pharmacology/Toxicology
Units: 2
This lecture course covers the various drug groups and poisonings which Health Care Professionals 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.
Prerequisites: DC: GA0102, GA0202, AE0201, PH0311, PH0302, NS0313, NS0312L
Restrictions: DC, MAOM, DACM, MSPA programs only

CBS0106 – History of Healthcare
Units: 1
This course explores an abbreviated history of the healing arts including acupuncture and Oriental medicine, chiropractic, medicine, Ayurveda, naturopathy and homeopathy. The course also compares and contrasts the core philosophy and treatment methods adopted by these systems with an emphasis on interprofessional collaboration. Further, it provides a timeline of their origin and growth along with the major contributors to these systems.
Restrictions: BSBS (as space allows), DC, MAOM, DACM, MSPA programs only

CBS0107 – Medical Terminology
Units: 1
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.
Restrictions: DC, MAOM, DACM programs only

CBS0108 – Introduction to Ethics and Professional Behavior
Units: 1
This 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.
Restrictions: DC, MAOM, DACM programs only

CBS0201 – History Taking
Units: 2
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.
Restrictions: BSBS (as space allows), DC, MAOM, DACM, MSPA programs only

CDX0601 – Clinical Laboratory Diagnosis
Units: 2
This course is designed to develop a basic understanding of clinical laboratory procedures and normal and abnormal values.
Prerequisites: DC: GA0102, GA0202, CTAP103, PH0302, PH0311, CPM0406
Restrictions: DC, MAOM, DACM, MSPA programs only

CDX0707 – Emergency Procedures
Units: 2
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.
Prerequisites: DC: GA0202, DX0310, CPM0302, CPM0406, DX0613, CL0523, CL0610; MAOM: AAN101, AAN202, AAN303, ADX302, CPM0302, CPM0406; DACM: GA0202, DX0310, CPM0302, CPM0406
Restrictions: DC, MAOM, DACM, MSPA programs only

CHEM211 – General Chemistry I (lecture)
Units: 3
The first semester of chemistry for science majors, pre-professional students, and others in science related fields. This course provides a quantitative introduction to atomic and molecular structure, states of matter, basic thermodynamics, and solutions. A number of concepts within each topic will be demonstrated and sample problems discussed. These topics will be covered at a brisk pace in lectures due to the accelerated nature of this course. 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.
Prerequisites: High School Diploma or equivalent
Corequisites: CHEM211L
Restrictions: Accelerated Science

CHEM211L – General Chemistry I (laboratory)
Units: 1
The first semester of chemistry for science majors, pre-professional students, and others in science related fields. This course provides a quantitative introduction to atomic and molecular structure, states of matter, basic thermodynamics, and solutions. A number of concepts within each topic will be demonstrated and sample problems discussed. These topics will be covered at a brisk pace in lectures due to the accelerated nature of this course. 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.
Prerequisites: High School Diploma or equivalent
Corequisites: CHEM211
Restrictions: Accelerated Science

CHEM216 – General Chemistry II (lecture)
Units: 3
The General Chemistry II 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 equilibrium 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.
Prerequisites: High School Diploma or equivalent; General Chemistry I
Corequisites: CHEM216L
Restrictions: Accelerated Science

CHEM216L – General Chemistry II (laboratory)
Units: 1
The General Chemistry II 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 equilibrium 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.
Prerequisites: High School Diploma or equivalent; General Chemistry I
Corequisites: CHEM216
Restrictions: Accelerated Science

CHEM311 – General Chemistry I (lecture)
Units: 3
The first semester of chemistry for science majors, pre-professional students, and others in science related fields. This course provides a quantitative introduction to atomic and molecular structure, states of matter, basic thermodynamics, and solutions. A number of concepts within each topic will be demonstrated and sample problems discussed. These topics will be covered at a brisk pace in lectures due to the accelerated nature of this course. Within this course, students become conversant with the scientific vernacular, chemical symbols and notations. 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.
Corequisites: CHEM311L
Restrictions: BSBS program only

CHEM311L – General Chemistry I (laboratory)
Units: 1
The first semester of chemistry for science majors, pre-professional students, and others in science related fields. This course provides aquantitative introduction to atomic and molecular structure, states of matter, basic thermodynamics, and solutions. A number of concepts within each topic will be demonstrated and sample problems discussed. These topics will be covered at a brisk pace in lectures due to the accelerated nature of this course. 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.
Corequisites: CHEM311
Restrictions: BSBS program only

CHEM316 – General Chemistry II (lecture)
Units: 3
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.
Prerequisites: CHEM311, CHEM311L
Corequisites: CHEM316L
Restrictions: BSBS program only

CHEM316L – General Chemistry II (laboratory)
Units: 1
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.
Prerequisites: CHEM311, CHEM311L
Corequisites: CHEM316
Restrictions: BSBS program only

CHEM351 – Chemistry for Health Sciences (lecture)
Units: 4
CHEM351/CHEM351L is an introductory course, which is designed exclusively for Health Sciences for Pre-Nursing majors. Basic concepts in general, organic and biological chemistry are covered. The course is designed to show the centrality of chemistry between the physical and life sciences. Topics covered will include measurement and unit conversion, atomic and molecular structure of matter, solutions, acid/base chemistry, organic chemistry and structure of proteins, carbohydrates, and fats. Laboratory portion of the course provides first hand experiences that inform, illustrate, expand, and reinforce major concepts discussed in lecture.
Prerequisites: High School Diploma or equivalent; General Chemistry I
Corequisites: CHEM351L
Restrictions: Accelerated Science

CHEM351L – Chemistry for Health Sciences (laboratory)
Units: 1
CHEM351/CHEM351L is an introductory course, which is designed exclusively for Health Sciences for Pre-Nursing majors. Basic concepts in general, organic and biological chemistry are covered. The course is designed to show the centrality of chemistry between the physical and life sciences. Topics covered will include measurement and unit conversion, atomic and molecular structure of matter, solutions, acid/base chemistry, organic chemistry and structure of proteins, carbohydrates, and fats. Laboratory portion of the course provides first hand experiences that inform, illustrate, expand, and reinforce major concepts discussed in lecture.
Prerequisites: High School Diploma or equivalent; General Chemistry I
Corequisites: CHEM351
Restrictions: Accelerated Science

CL0504 – Clinical Reasoning IV
Units: 1
This course as an extension of Chiropractic Internship 1 has two components. Component One consists of a focus on utilizing information and technology skills to answer clinical questions. Component 2 consists of clinical reasoning for the management of patients with complex conditions and co-morbidities.
Prerequisites: Completion of all courses trimesters 1-7
Restrictions: DC program only

CL0523 – Clinical Reasoning I
Units: 1
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.
Prerequisites: Completion of all courses trimesters 1-4.
Restrictions: DC program only

CL0605 – Introduction to Clinic
Units: 0.5
This course is designed to provide the student with the opportunity to observe the 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, electronic health record organization, chart audits, and other competencies serving to bridge didactic learning to clinical application. Students will become familiar with required clinic forms, receive OSHA and HIPAA training, as well as 7th Term Clinic Orientation.
Prerequisites: CL0523, CP0103, CP0204, CP0312, CP0412, CP0510, DX0310, DX0507, CBS0201
Restrictions: DC program only

CL0610 – Clinical Reasoning II
Units: 1
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. Therefore, we will be utilizing information learned from ALL previous courses.
Prerequisites: Completion of all courses trimesters 1-5
Corequisites: DX0613
Restrictions: DC program only

CL0703 – Clinical Reasoning III
Units: 1
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.
Prerequisites: Completion of all courses trimesters 1-6
Restrictions: DC program only

CL0817 – Practice Management: Coding and Billing
Units: 1
This course will assist students to learn the fundamental aspects of insurance, collections, patient management and practice organizational skills required by the graduating healthcare provider in preparing for work in a private practice setting. The focus will be on managing insurance, billing and procedure codes, med-legal claims, and business preparation. Active class participation and guest speakers will be utilized.
Restrictions: DC, DACM programs only

CL10T08 – Chiropractic Internship I
Units: 12
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. Clinical Internship is a sequential, three-part educational program, during which students will meet specified course objectives that satisfy the program learning outcomes.
Prerequisites: Completion of all courses trimesters 1-7, minimum cumulative GPA 2.0
Restrictions: DC program only

CL10T09 – Chiropractic Internship II
Units: 12
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.
Prerequisites: CL10T08, minimum cumulative GPA of 2.0, ID03PT
Restrictions: DC program only

CL10T10 – Chiropractic Internship III
Units: 12
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. Clinical Internship is a sequential, three-part educational program, during which students will meet specified course objectives that satisfy the program learning outcomes.
Prerequisites: CL10T09, minimum cumulative GPA of 2.0
Restrictions: DC program only

CMP401 – Clinical Medicine II: Principles of Clinical Medicine
Units: 5
This course is designed to provide an intensive study of human disease across the lifespan, from pediatrics to geriatrics in the areas of clinical medicine. This will include epidemiology, etiology, historical data, clinical manifestations, progression, therapeutic management, prevention, laboratory medicine and prognosis. This course will emphasize on disease processes most commonly encountered in Primary Care. There will also be emphasis on the process of synthesizing collected information to determine differential diagnoses and formulation of a plan based on the patient's clinical presentation.
Restrictions: MSPA program only

CN0500 – Clinical Neurology
Units: 2
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 affect nervous system function.
Prerequisites: DX0310, GA0102, GA0202, NS0313, NS0312L, SP0101
Restrictions: DC program only

CP0103 – Chiropractic Procedures I: Spinal Assessment and Associated Procedures (CP I)
Units: 3
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.
Restrictions: DC program only

CP0204 – Chiropractic Procedures II: Extremity Assessment and Associated Procedures (CP II)
Units: 3
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.
Prerequisites: CP0103,
Corequisites: AE0201, EB0201
Restrictions: DC program only

CP0312 – Chiropractic Procedures III: Soft Tissue and Mobilization (CP III)
Units: 3.5
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 pressure release. 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.
Prerequisites: CP0103, CP0204, SP0101, SB0101, EB0201
Restrictions: DC program only

CP0412 – Chiropractic Procedures IV: Pelvis and Lumbar Procedures (CP IV)
Units: 3.5
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, 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.
Prerequisites: CP0103, CP0204, CP0312
Restrictions: DC program only

CP0510 – Chiropractic Procedures V: Cervical and Thoracic Adjustive Procedures (CP V)
Units: 3.5
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, ribs and temporomandibular joint. 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.
Prerequisites: CP0103, CP0104, CP0307, CP0408
Restrictions: DC program only

CP0515 – Specialized Chiropractic Procedures
Units: 2.5
This lecture and laboratory course provides an introduction to the leading evidence-based specialized chiropractic procedures utilized to complement the diversified chiropractic approach. Critical evaluation and implementation of Mobilization with Movement (Mulligan Concept), McKenzie Method, Pelvic Blocking, Instrument Assisted Manipulation and Cox Flexion/Distraction Technic are accentuated. Modules of learning each include a lecture overview of the technique plus laboratory demonstrations emphasizing hands on practice. Techniques are presented based on their useful clinical application, their compatibility with diversified techniques, and their prevalence in the chiropractic profession.
Prerequisites: CP0412
Corequisites: CP0510
Restrictions: DC program only

CP0610 – Chiropractic Procedures VI: Extremity Procedures and Review
Units: 2
This laboratory course is designed to train students in the evaluation and treatment of 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 neuromusculoskeletal 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.
Prerequisites: CP0412, CP0510
Restrictions: DC program only

CP0611 – Physiological Therapeutics I
Units: 3
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.
Restrictions: DC program only

CP0707 – Physiological Therapeutics II
Units: 3
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.
Restrictions: DC program only

CP0716 – Chiropractic Procedures VII: Advanced Therapeutic Procedures
Units: 2
This laboratory course focuses on integrative care for conditions commonly seen in Chiropractic practice. The course will include a review of assessments, diagnoses, manual therapies, nutrition, lifestyle modifications and co-management as appropriate for the conditions covered, with an emphasis on accessing and critically appraising pertinent literature for an evidence-based practice model. In addition, some advanced evaluative and therapeutic procedures will be presented, as will variations that accommodate special populations.
Prerequisites: CP0103, CP0204, CP0312, CP0412, CP0515, CP0610
Restrictions: DC program only

CPM0302 – General and NMS Pathology
Units: 3
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.
Prerequisites: DC: GA0102, GA0202, SP0101, AE0201, CTAP103; MAOM: AAN101, AAN202: DACM: GA0102, GA0202, CTAP103, PH0302, PH0311; MSPA: GA0102, GA0202, CTAP103
Corequisites: DC: PH0311, PH0302, NS0313, NS0312L; MAOM: AAN303; DACM: NS0313; MSPA: PH0302, PH0311
Restrictions: DC, MAOM, DACM, MSPA programs only

CPM0406 – Systemic Pathology
Units: 4
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.
Prerequisites: CPM0302
Restrictions: DC, MAOM, DACM, MSPA programs only

CPM0409 – Public Health
Units: 3
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 and public and private entities. There will be a focus on major current public health issues and the prevention of significant causes of mortality and morbidity.
Restrictions: DC, MAOM, DACM, MSPA programs only

CRE0201 – Research and Evidence-Based Healthcare
Units: 2
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). The students will be introduced 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 care.
Restrictions: DC, MAOM, DACM, MSPA programs only

CRE0501 – Evidence-Based Practice
Units: 2
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.
Restrictions: DACM program only

CT0101 – Chiropractic Theories and Principles
Units: 2
This course is devoted to the study of the microscopic structure and the fundamental functions of human cells, tissues, and organs of various systems of the human body. The course is primarily concerned with the relationship between microscopic structure and function, to provide a strong foundational knowledge base for macroscopic human physiology. Topics include the structure and functions of cell membranes and organelles; the mechanisms of protein synthesis and cell division; the basics of genetics, epigenetics, and the control of gene expression; all types of membrane transport; and the generation, maintenance, and necessity of resting membrane potentials as a springboard into discussions of electrical potentials in future courses. Clinical applications are highlighted for each of these topics to demonstrate relevance to future clinical experiences.
Restrictions: DC program only

CTAP103 – Cell Tissue Anatomy and Physiology
Units: 3
This course is devoted to the study of the microscopic structure and the fundamental functions of human cells, tissues, and organs of various systems of the human body. The course is primarily concerned with the relationship between microscopic structure and function, to provide a strong foundational knowledge base for macroscopic human physiology. Topics include the structure and functions of cell membranes and organelles; the mechanisms of protein synthesis and cell division; the basics of genetics, epigenetics, and the control of gene expression; all types of membrane transport; and the generation, maintenance, and necessity of resting membrane potentials as a springboard into discussions of electrical potentials in future courses. Clinical applications are highlighted for each of these topics to demonstrate relevance to future clinical experiences.
Corequisites: MSPA: BN0203
Restrictions: DC, DACM, MSPA programs only

DC1520 – Chiropractic Jurisprudence
Units: 1
This course is designed to introduce the student to the legal responsibilities associated with licensure as a Chiropractor. Emphasis is placed on understanding the workings of the legal system, the laws effecting Chiropractors, and the rules and regulations that govern the profession at the state level. The role of state licensing boards will be covered as well as the influence of professional associations.
Restrictions: DC program only

DX0310 – Introductory Physical Exam Skills (IPES)
Units: 4
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.
Prerequisites: DC: GA0102, GA0202, SP0101, AE0201 DACM: GA0102, GA0202
Corequisites: DC: NS0313
Restrictions: DC, DACM, MSPA programs only

DX0407 – Clinical Orthopedic and Neurological Assessment I (CONA I)
Units: 3
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.
Prerequisites: DX0310, CPM0302
Restrictions: DC, DACM programs only

DX0507 – Clinical Orthopedic and Neurological Assessment II (CONA II)
Units: 3
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.
Prerequisites: DX0310, DX0407
Restrictions: DC, DACM programs only

DX0613 – Differential Diagnosis I
Units: 4
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.
Prerequisites: DC**:** GA0102, GA0202, SP0101, AE0201 DACM: GA0102, GA0202
Restrictions: DC, DACM, MSPA programs only

DX0708 – Differential Diagnosis II
Units: 4
This course is designed to develop the clinical reasoning and problem-solving skills of the student 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, including radiological, laboratory and other specialized procedures. Course topics will be addressed through lecture presentations, group discussions and self-directed learning.
Prerequisites: DC**:** DX0613, CDX0601; DACM: DX0613, CDX0601
Restrictions: DC, DACM, MSPA programs only

DX0801 – Introduction to Special Populations
Units: 4
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.
Prerequisites: XR0620
Restrictions: DC program only

DX0807 – Clinical Psychology
Units: 1
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 chiropractic practice. Recognition of disorders, the treatment of said disorders and the need for referral/collaborative care will be emphasized.
Prerequisites: DC**:** DX0708
Restrictions: DC, MSPA programs only

DX110 – Introduction into Physical Assessment I
Units: 1
This course is designed to introduce the Term 1 student to physical examination skills. Emphasis is on technical skills and muscle memory in performing the physical exam in a logical order without forgetting important components.
Restrictions: DC, MSPA , MAOM, DACM programs only

DX210 – Introduction into Physical Assessment II
Units: 1
This course is designed to introduce the Term 1 student to physical examination skills of the cardiovascular, gastrointestinal, and lymphatic systems, Emphasis is on technical skills and muscle memory in performing the physical exam in a logical order without forgetting important components.
Restrictions: DC, MSPA , MAOM, DACM programs only

EB0201 – Biomechanics of the Extremities
Units: 1
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.
Prerequisites: SB0101
Restrictions: DC program only

ERS – Emergency Medicine Surgery and Trauma
Units: 1
This course is designed to prepare the PA student for their rotation in Emergency Medicine. Topics will include common emergency room presentations, acute stabilization of the trauma patient, and surgical procedures utilized in the emergency department setting.
Restrictions: MSPA program only

FAB101 – Functional Anatomy and Biomechanics of the Human Spine
Units: 4
This course addresses structure, function, and clinical concepts of the human spinal column and pelvis, as well as an introduction to elements of the central and peripheral nervous systems. Emphasis is on the interrelationships between structure and function as well as biomechanical principles associated with static position and dynamic movement of the spine and pelvis. Instruction includes lecture, human dissection laboratory, small group discussion sessions, and independent working projects. Laboratory activities will include dissection of human cadavers, the study of pre-dissected materials, models, and problem-based small group discussions. Correlation to clinical assessment and therapeutic procedures will be introduced.
Restrictions: DC program only

FAB201 – Functional Anatomy and Biomechanics of the Extremities
Units: 5
This course addresses structure, function, biomechanics and clinical concepts of human appendicular system. Emphasis is on the interrelationships between structure and function as well as biomechanical principles associated with the appendicular musculoskeletal system. Joint mechanics, muscle kinetics, and biomechanics, as well as evaluation of gait are discussed. Instruction includes lecture, human dissection laboratory, small group discussion sessions, and independent working projects. Laboratory activities will include dissection of human cadavers, the study of pre-dissected materials, models, and problem-based small group discussions. Correlation to clinical assessment and therapeutic procedures will be introduced.
Restrictions: DC program only

GA0102 – General Anatomy I
Units: 4
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.
Restrictions: DC, DACM, MSPA programs only

GA0202 – General Anatomy II
Units: 4
This is a course correlating structural, functional, developmental, and clinical aspects of the head and neck, and upper and lower extremities 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 as well. Instruction includes lectures and laboratory sessions. The laboratory sessions emphasize study of pre-dissected human cadavers with small group discussions.
Restrictions: DC, DACM, MSPA programs only

GEN331 – Human Genetics (lecture)
Units: 3
This course will examine trait inheritance and the mechanisms by which different traits propagate. This will require an analysis of Mendelian genetics and its extensions. Chromosomal mutation will be investigated, and a more in-depth analysis of replication, transcription, and translation will be offered than in past courses. A closer look at cancer will be offered, as well as a brief analysis of the ethics of biotechnology. It 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.
Prerequisites: High School Diploma or equivalent
Corequisites: GEN331L
Restrictions: Accelerated Science

GEN331L – Human Genetics (laboratory)
Units: 1
This course will examine trait inheritance and the mechanisms by which different traits propagate. This will require an analysis of Mendelian genetics and its extensions. Chromosomal mutation will be investigated, and a more in-depth analysis of replication, transcription, and translation will be offered than in past courses. A closer look at cancer will be offered, as well as a brief analysis of the ethics of biotechnology. It 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.
Prerequisites: High School Diploma or equivalent
Corequisites: GEN331
Restrictions: Accelerated Science

GEN431 – Human Genetics (lecture)
Units: 3
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.
Prerequisites: BIO321, BIO321L
Corequisites: GEN431L
Restrictions: BSBS program only

GEN431L – Human Genetics (laboratory)
Units: 1
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.
Prerequisites:
Corequisites: GEN431
Restrictions: BSBS program only

ID0200 – Integrative Competency Examination II (ICE II)
Units: 0
This exam is designed to assess the student's knowledge and skills of selected content and competencies contained in the curriculum through the sixth term. The assessment methods utilized are the Objectively Structured Competency Examination (OSCE) and written examination.
Prerequisites: Completion of all courses trimesters 1-5. Minimum cumulative GPA of 2.0. Not on academic probation.
Corequisites: CL0610, XR0620, CP0611, CP0610, XR0711, PP0712, DX0613, CL0605, CBN0601, CDX0601
Restrictions: DC program only

ID03PT – Integrative Competency Examination III, PT (ICE III & PT)
Units: 0
This exam is designed to assess the student's knowledge and skills of selected content and competencies contained in the curriculum through the seventh term. The assessment method utilized is a written examination.
Prerequisites: Completion of all courses trimesters 1-6. Minimum cumulative GPA of 2.0. Not on academic probation.
Corequisites: CDX0707, ID0716, DX0708, CL0703, PP0702, CP0707, PP0712, CP0716, ID0200 (optional)
Restrictions: DC program only

ID0404 – Integrative Competency Examination I (ICE I)
Units: 0
This exam is designed to assess the student's knowledge and skills of selected content and competencies contained in the curriculum through the third term, and some of fourth term. The assessment methods utilized are the Objectively Structured Competency Examination (OSCE) and written examination.
Prerequisites: Completion of all courses trimesters 1-3. Minimum cumulative GPA of 2.0. Not on academic probation.
Corequisites: II410, CPM0406, CPM0409, BN0405, CP0412, DX0407, XR0515
Restrictions: DC program only

ID0716 – DC Student Clerkship
Units: 3
The seventh term clerkship is designed to develop the knowledge, skills and behaviors necessary for chiropractic clinical practice. Clinical students will actively participate in patient care while under the supervision of a licensed doctor of chiropractic. Interactions between clinical students, patients and supervising doctors provide the basis for instruction as well as group discussion, small group projects and individual projects.
Prerequisites: Completion of all courses trimesters 1-6, ID0404. Minimum cumulative GPA 2.0.
Restrictions: DC program only

ID0909 – Integrative Competency Examination IV
Units: 0
This exam is designed to assess the student's knowledge and skills of selected content and competencies contained in the curriculum through the eighth term, and some of ninth term. The assessment methods utilized are the Objectively Structured Competency Examination (OSCE) and written examination.
Prerequisites: Completion of all courses trimesters 1-8. ID0404, Minimum cumulative GPA of 2.0. Not on academic probation. ID0404, ID0200, ID03PT
Corequisites: CL10T09
Restrictions: DC program only

IH450 – Integrative Health: Alternative Medicine & Complimentary Care
Units: 4
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).
Restrictions: BSBS program only

IH460 – Research and Evidence-Based Health Care
Units: 4
This course is intended for students who are preparing to study in a health profession educational program. The goal of this course is to develop part of the essential knowledge, skills, and attitudes necessary for clinical practice. Techniques in problem solving will be explored by reading and appraising published health sciences literature for its validity (closeness to truth) and usefulness (clinical applicability). The student will have opportunities to read and discuss research studies from scientific literature in order to examine the rationale for the design, methodology, and statistical procedures used by authors. An overview of both quantitative and qualitative methods in research will be provided. The students will be introduced to the application of key basic concepts in clinical epidemiology, clinical study design, and biostatistics. Additional course content will include the steps of identification of possible research topics and understanding how scholarship helps advance a given field of study.
Prerequisites: BIO470
Restrictions: BSBS program only

II410 – Immunity and Infection (lecture)
Units: 4
In this course, students will learn about the structure and function of the immune system, and how it contributes to immunity, immune pathology and susceptibility to infection. Students will learn the factors that contribute to infection and the characteristics of the agents of infection. Additionally, students will explore a systems wide approach to infection including the clinical presentation, infectious agents associated with infection, epidemiological considerations, diagnosis and treatment of infections.
Prerequisites: CPM0302
Corequisites: DC: CPM0406, II410L; MSPA: CPM0406, II410L
Restrictions: DC, DACM, MSPA programs only

II410L – Immunity and Infection (laboratory)
Units: 1
In this course, students will learn, via team based learning exercises and case studies, about the clinical presentation of immunological disease. Students will learn the factors that contribute to infection and will explore a systems wide approach to understanding infection including the clinical presentation, infectious agents associated with infection, epidemiological considerations, diagnosis and treatment of infections via case studies and various team based learning exercises.
Prerequisites: CPM0302
Corequisites: DC: CPM0406, II410; MSPA: CPM0406, II410
Restrictions: DC, MSPA programs only

MATH90 – Intermediate Algebra
Units: 4
This course is a prerequisite course for lower division transfer math courses such as College Algebra. It covers a general review of elementary algebra, linear and quadratic equations, curve plotting, exponents, radicals, polynomials, systems of equations/inequalities, nonlinear equations, logarithmic and exponential functions, complex numbers, and applications.
Prerequisites: High School Diploma or equivalent
Restrictions: Accelerated Science

MATH111 – College Algebra
Units: 4
This course prepares science majors for the calculus sequence and algebra based physics emphasizing basic concepts of algebra and is also suitable as a general education elective for non-science majors. Concepts to be covered in this course include: basic concepts of algebra, equations, and inequalities along with functions and graphs, polynomial and rational functions, exponential and logarithmic functions, systems, matrices and determinants, linear programming, conic sections, sequences, series, and combinatory.
Prerequisites: High School Diploma or equivalent
Restrictions: Accelerated Science

MDX401 – Medical Therapeutics and Diagnosis
Units: 2
Medical Therapeutics and Diagnostics will provide practical knowledge in writing prescriptions, monitoring therapeutic regimens and drug/herb interactions with case studies, scenarios and small group dynamic learning.
Restrictions: MSPA program only

MTAP110 – Anatomy with Palpation
Units: 5
This course is 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 may also include observation and palpation of human cadavers.
Restrictions: Massage Therapy Certificate and Ayurvedic certificate programs only

MTAP210 – Physiology
Units: 2.5
This course will focus on the human physiologic systems and how they are affected by massage and bodywork modalities. Detailed attention will be given to the Central and Peripheral Nervous, Integumentary, Cardiovascular, Lymphatic, Immune, Respiratory, Digestive, and Urinary systems. The course may include observation and palpation of human cadavers.
Restrictions: Massage Therapy Certificate and Ayurvedic certificate programs only

MTIR110 – Integration & MBLEx Review I
Units: 1.5
Part of this course is designed to prepare students for the MBLEx by integrating and reviewing content students have covered in their respective programs. Practice questions and exams will be assigned and reviewed. Study techniques and test taking skills will be covered as well. The other part of this course is to help develop mastery of skills learned in technique courses. The instructor will provide close observation, feedback, and technique review for students to gain refinement of their massage skills.
Restrictions: Massage Therapy Certificate only

MTIR210 – Integration & MBLEx Review II
Units: 1.5
Part of this course is designed to prepare students for the MBLEx by integrating and reviewing content students have covered in their respective programs. Practice questions and exams will be assigned and reviewed. Study techniques and test taking skills will be covered as well. The other part of this course is to help develop mastery of skills learned in technique courses. The instructor will provide close observation, feedback, and technique review for students to gain refinement of their massage skills.
Restrictions: Massage Therapy Certificate only

MTPC210 – Pathology and Contraindications
Units: 2.5
This course introduces students to common 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.
Restrictions: Massage Therapy Certificate only

MTPM110 – Practice Management I: Ethics & Professionalism
Units: 1
Students will learn the vital principles of ethics and professionalism in the field of massage therapy. Scope of practice will also be discussed as well as working in an integrative healthcare paradigm. Issues regarding communication, customer service, patient care, therapeutic relationships, confidentiality, and boundaries will also be covered.
Restrictions: Massage Therapy Certificate only

MTPM210 – Practice Management II: Business Planning & Employment Preparation
Units: 0.5
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 the CAMTC certification process as well different types of employment, city ordinances, and business license requirements. Resume and interview skill workshops will be integrated as well.
Restrictions: Massage Therapy Certificate only

MTPP110 – MT principles & Practice I: Swedish Massage
Units: 3
This course will provide students 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 benefits of massage. Chair massage will also be taught in this course.
Restrictions: Massage Therapy Certificate only

MTPP210 – MT Principles & Practice II
Units: 3
This course will cover Deep Tissue massage techniques including Trigger Point Therapy and Myofascial Release. Students will also learn various focused soft tissue modalities to provide additional tools when working on specific structures and musculoskeletal conditions of the body. Students will learn how to adapt their skills to a wide range of complaints by developing their ability to think critically and select appropriate modalities.
Restrictions: Massage Therapy Certificate only

MTWH110 – Wellness and Health (Including Hygiene)
Units: 1
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 as self-care for therapists as well as for patient education.
Restrictions: Massage Therapy Certificate only

MTSM210 – Spa Modalities: Stone Massage
Units: 1
This course will provide students with training in the art and science of Stone Massage. Not only is it a favored modality amongst most spa and massage facilities, Stone Massage provides many therapeutic benefits as well. Students will learn techniques and methods, proper biomechanics, injury prevention, and equipment management to provide an effective and therapeutic session.
Restrictions: Massage Therapy Certificate only

NS0312L – Neuroscience Laboratory
Units: 1
This course is devoted to the study of the human nervous system. Over the term, we will stress 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. Course instruction includes lectures, laboratories and small group discussions.
Prerequisites: GA0102, GA0202, CTAP103, BN0213
Corequisites: NS0313
Restrictions: DC program only

NS0313 – Neuroscience Lecture
Units: 4
This course is devoted to the study of the human nervous system. Over the term, we will stress the relationships 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. Course instruction includes lectures, laboratories and small group discussions.
Prerequisites: GA0102, GA0202, CTAP103, BN0213
Corequisites: DC: NS0312L
Restrictions: DC, DACM, MSPA programs only

OCHM311 – Organic Chemistry I (lecture)
Units: 3
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.
Prerequisites: High School Diploma or equivalent; General Chemistry I and II
Corequisites: OCHM311L
Restrictions: Accelerated Science

OCHM311L – Organic Chemistry I (laboratory)
Units: 1
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.
Prerequisites: High School Diploma or equivalent; General Chemistry I and II
Corequisites: OCHM311
Restrictions: Accelerated Science

OCHM316 – Organic Chemistry II (lecture)
Units: 3
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.
The course will continue a review of some of the major concepts in organic chemistry, building upon the knowledge of the prerequisite courses. A vocabulary of synthetic techniques will be developed, some deriving from natural processes, some developed by man. Enolate chemistry will be reviewed, as well as Electrophilic Aromatic Substitution. The Grignard and Wittig reactions will be discussed. Free radical chemistry will be introduced. An introduction to various forms of spectroscopy and spectrometry will be offered. The goal of the course will be to understand organic synthesis as performed in industry and to be capable of reviewing a total synthesis in the scientific literature.
Prerequisites: High School Diploma or equivalent; Organic Chemistry I
Corequisites: OCHM316L
Restrictions: Accelerated Science

OCHM316L – Organic Chemistry II (laboratory)
Units: 1
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.
The course will continue a review of some of the major concepts in organic chemistry, building upon the knowledge of the prerequisite courses. A vocabulary of synthetic techniques will be developed, some deriving from natural processes, some developed by man. Enolate chemistry will be reviewed, as well as Electrophilic Aromatic Substitution. The Grignard and Wittig reactions will be discussed. Free radical chemistry will be introduced. An introduction to various forms of spectroscopy and spectrometry will be offered. The goal of the course will be to understand organic synthesis as performed in industry and to be capable of reviewing a total synthesis in the scientific literature.
Prerequisites: High School Diploma or equivalent; Organic Chemistry I
Corequisites: OCHM316
Restrictions: Accelerated Science

OCHM411 – Organic Chemistry I (lecture)
Units: 3
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.
Prerequisites: CHEM316, CHEM316L
Corequisites: OCHM411L
Restrictions: BSBS program only

OCHM411L – Organic Chemistry I (laboratory)
Units: 1
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.
Prerequisites: CHEM316, CHEM316L
Corequisites: OCHM411
Restrictions: BSBS program only

OCHM416 – Organic Chemistry II (lecture)
Units: 3
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.
Prerequisites: OHCM411, OCHM411L
Corequisites: OCHM416L
Restrictions: BSBS program only

OCHM416L – Organic Chemistry II (laboratory)
Units: 1
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.
Prerequisites: OHCM411, OCHM411L
Corequisites: OCHM416
Restrictions: BSBS program only

PA0801 – Ages and Stages of Man
Units: 4
This course is designed to provide clinical information related to the special needs of patients from birth to death. The course encompasses newborn, pediatric, adolescent, pregnant, and geriatric patients and the unique challenges to the health care practitioner in each stage of life. The purpose of this course will be to educate PA students on the special circumstances and needs of their patients. Upon successful completion of this course, students will have gained knowledge on the special health characteristics of each stage of life, and be prepared for the challenges these stages of man present to the medical practitioner.
Restrictions: MSPA program only

PA101 – Physician Assistant Clinical Applications I
Units: 3
Students will utilize knowledge and skills obtained from their general science courses, History Taking, Research and Evidence Based Healthcare, to develop and practice critical thinking, formulate differential diagnoses and perform system focused physical exams and histories. Students will explore in more depth, clinically relevant and practical approaches and applications to major physiologic human system disorders. Students will participate in hands on clinical skills through the use of clinical lab skills and simulations. Students will be guided through didactic lectures, small group discussions; problem based learning and clinical scenarios. By the conclusion of this course, students will have a better understanding of physiologic human system disorders, history and physical exam techniques for these disorders and have developed basic clinical skills needed to be a successful Physician Assistant. This is part one of a four part series.
Restrictions: MSPA program only

PA201 – PA Clinical Applications II
Units: 3
This course is designed to provide the practical features of clinical diagnosis and patient management in primary care. The course will include five modules: hematology, oncology, EKG interpretations, cardiology and pulmonology. Each module contains objectives which will be reviewed and analyzed. The goal of the course includes understanding of the disease state (objective) from discovering etiology, epidemiology, pathophysiology, chief complaint, signs/symptoms, physical examination, and diagnosis, to treatment.
Prerequisites: PA101
Corequisites: GA0102, CBS0106, CBS0201
Restrictions: MSPA program only

PA301 – PA Clinical Applications III
Units: 3
This is the third in a four-part course used to apply clinically the material learned in Terms I, II, and III to patient care practices. Emphasis will be placed on mastering the skills required to elicit the medical interview, introductory physical exam skills, and enhancing documentation and note writing.
Restrictions: MSPA program only

PA401 – PA Clinical Applications IV
Units: 3
This is the final in a four-part course used to apply clinically the material learned in Terms 1 – IV to patient care practices. Emphasis will be placed on the mastering the skills required to elicit the medical interview, enhancing physical exam skills, formulating a differential diagnosis and management plan and becoming proficient at documentation and note writing.
Restrictions: MSPA program only

PACRFM – Family Practice
Units: 8
This course is intended to provide students with a basic appreciation of health care delivery in Family Medicine. Students will work in an approved Family medical practice, and learn how to provide care for the variety of presenting conditions, with particular emphasis on diverse and non-emergent care.
Restrictions: MSPA program only

PACRGS – General Surgery
Units: 8
This course is intended to provide students with a basic appreciation of health care delivery in General Surgery. Students will work in an approved General Surgery practice, and learn how to provide care for the variety of presenting conditions, with particular emphasis on diverse and non-emergent care.
Restrictions: MSPA program only

PACRIM – Internal Medicine
Units: 8
This course is intended to provide students with a basic appreciation of health care delivery in Internal Medicine. Students will work in an approved Internal Medical practice, and learn how to provide care for the variety of presenting conditions, with particular emphasis on diverse and non-emergent care.
Restrictions: MSPA program only

PACREM – Emergency Medicine
Units: 8
This course is intended to provide students with a basic appreciation of health care delivery in Emergency Medicine. Students will work in an approved Emergency Medicine practice, and learn how to provide care for the variety of presenting conditions, with particular emphasis on diverse and care.
Restrictions: MSPA program only

PACRIH – Integrative Health
Units: 8
This course is intended to provide students with a basic appreciation of health care delivery in Integrative Health. Students will work in an approved Integrative Health practice, and learn how to provide care for the variety of presenting conditions, with particular emphasis on diverse and non-emergent care.
Restrictions: MSPA program only

PACROG – OB/GYN
Units: 8
This course is intended to provide students with a basic appreciation of health care delivery in OB/GYN: Women's Health. Students will work in an approved OB/GYN practice, and learn how to provide care for the variety of presenting conditions, with particular emphasis on diverse and non-emergent care.
Restrictions: MSPA program only

PACRPM – Pediatrics
Units: 8
This course is intended to provide students with a basic appreciation of health care delivery in Pediatrics. Students will work in an approved Pediatric practice, and learn how to provide care for the variety of presenting conditions, with particular emphasis on diverse and non-emergent care.
Restrictions: MSPA program only

PAJP201 – PA Jurisprudence
Units: 1
This course is designed to give the student a deeper understanding of the legal responsibilities associated with licensure as a Physician Assistant. Emphasis is placed on understanding the workings of the legal system, the laws affecting Physician Assistants, and the rules and regulations that govern the profession at the state level. The role of state licensing boards will be covered as well as the influence of professional associations. Topics covered will include the first PA program at Duke University to the current PA profession and its role in the Affordable Care Act.
Restrictions: MSPA program only

PAP041 – Advanced Pharmacology
Units: 2
This lecture course covers the various drug groups which Healthcare professionals are most likely to encounter in their practice. Particular emphasis will be placed on the safe and effective use of pharmacotherapeutic agents in variety of clinical condition, including but not limited to, drug mechanism of action, dosing, indication use, side effects, interactions, therapeutic monitoring and response, polypharmacy, and appropriate sources of drug information.
Restrictions: MSPA program only

PH0302 – Gastrointestinal, Genito-Urinary, and Endocrine Physiology (GIGU)
Units: 3
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 students to abnormalities of each system. Course instruction includes lectures and small-group discussions.
Prerequisites: DC: BN0213, CTAP103, GA0102; DACM: BN0213, CTAP103, GA0102; MSPA: BN0213, CTAP103, GA0102
Restrictions: DC, DACM, MSPA programs only

PH0311 – Circulatory and Respiratory Physiology
Units: 2.5
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.
Prerequisites: GA0102**,** GA0202, CTAP103, BN0213
Corequisites: NS0313
Restrictions: DC, DACM, MSPA programs only

PH0312 – Human Physiology
Units: 5.5
Course Description: This course is devoted to the study of the functions of the integumentary, skeletal, muscular, endocrine, cardiac, circulatory, respiratory, gastrointestinal, urinary, and reproductive systems of the human body, with a brief introduction to the immune system. The course stresses the relationship between the biochemistry, anatomy, histology, and physiology of normal cells, tissues and organs within these systems. The roles of the nervous and endocrine systems in the regulation of functions of these systems are also included. The bases for clinical tests used to evaluate the function of each system are discussed. Case histories are examined to correlate content to clinical situations as well as to introduce the student to abnormalities of each system. Course instruction includes lectures, laboratory activities, and small-group discussions and activities.
Prerequisites: GA0102**,** GA0202, CTAP103, BN0213
Corequisites: NS0313
Restrictions: DC, DACM, MSPA programs only

PHYS211 – Physics I (lecture)
Units: 3
This non-calculus, algebra/trigonometry based college physics course is the first in a two-part series covering 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 are strongly emphasized. This course is designed to provide an overview of basic biophysics and is primarily for students planning to major in life sciences, medical/dental fields, psychology, and similar professional fields.
Prerequisites: High School Diploma or equivalent
Corequisites: PHYS211L
Restrictions: Accelerated Science

PHYS211L – Physics I (laboratory)
Units: 1
This non-calculus, algebra/trigonometry based college physics course is the first in a two-part series covering 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 are strongly emphasized. This course is designed to provide an overview of basic biophysics and is primarily for students planning to major in life sciences, medical/dental fields, psychology, and similar professional fields.
Prerequisites: High School Diploma or equivalent
Corequisites: PHYS211
Restrictions: Accelerated Science

PHYS216 – Physics II (lecture)
Units: 3
This is the second course of a two-term algebra-based sequence in general physics focusing on thermodynamics, electricity, magnetism and optics. Topics will include, but not be limited to; kinetic theory of gasses, thermodynamic processes, waves, electric fields, flux and force, electricity, circuits, magnetism, electromagnetic interactions, induced currents, lenses and mirrors. Students will be able to apply physical laws and principles to practical problems relevant to several scientific fields. Furthermore, the student will understand how observation and experimentation create testable scientific theories and thus offer a strong foundation in problem solving strategies. Students will conduct experiments in lab and submit pre-lab and post-lab assignments describing the relevance of laboratory activities. The laboratory section compliments the theories and concepts discussed in lecture by utilizing hands-on examples. This course is designed to provide an overview of basic biophysics and is primarily for students planning to major in life sciences, medical/dental fields, psychology, and similar professional fields.
Prerequisites: High School Diploma or equivalent; Physics I
Corequisites: PHYS216L
Restrictions: Accelerated Science

PHYS216L – Physics II (laboratory)
Units: 3
This is the second course of a two-term algebra-based sequence in general physics focusing on thermodynamics, electricity, magnetism and optics. Topics will include, but not be limited to; kinetic theory of gasses, thermodynamic processes, waves, electric fields, flux and force, electricity, circuits, magnetism, electromagnetic interactions, induced currents, lenses and mirrors. Students will be able to apply physical laws and principles to practical problems relevant to several scientific fields. Furthermore, the student will understand how observation and experimentation create testable scientific theories and thus offer a strong foundation in problem solving strategies. Students will conduct experiments in lab and submit pre-lab and post-lab assignments describing the relevance of laboratory activities. The laboratory section compliments the theories and concepts discussed in lecture by utilizing hands-on examples. This course is designed to provide an overview of basic biophysics and is primarily for students planning to major in life sciences, medical/dental fields, psychology, and similar professional fields.
Prerequisites: High School Diploma or equivalent; Physics I
Corequisites: PHYS216
Restrictions: Accelerated Science

PHYS311 – Physics I (lecture)
Units: 3
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.
Corequisites: PHYS311L
Restrictions: BSBS program only

PHYS311L – Physics I (laboratory)
Units: 1
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.
Corequisites: PHYS311
Restrictions: BSBS program only

PHYS316 – Physics II (lecture)
Units: 3
This is the second course of a two-term algebra-based sequence in general physics focusing on thermodynamics, electricity, magnetism and optics. Topics will include, but not be limited to; kinetic theory of gasses, thermodynamic processes, waves, electric fields, flux and force, electricity, circuits, magnetism, electromagnetic interactions, induced currents, lenses and mirrors. Students will be able to apply physical laws and principles to practical problems relevant to several scientific fields. Furthermore, the student will understand how observation and experimentation create testable scientific theories and thus offer a strong foundation in problem solving strategies. Students will conduct experiments in lab and submit pre-lab and post-lab assignments describing the relevance of laboratory activities. The laboratory course compliments the theories and concepts discussed in lecture by utilizing hands-on examples.
Prerequisites: PHYS311 and PHYS311L
Corequisites: PHYS316L
Restrictions: BSBS program only

PHYS316L – Physics II (laboratory)
Units: 1
This is the second course of a two-term algebra-based sequence in general physics focusing on thermodynamics, electricity, magnetism and optics. Topics will include, but not be limited to; kinetic theory of gasses, thermodynamic processes, waves, electric fields, flux and force, electricity, circuits, magnetism, electromagnetic interactions, induced currents, lenses and mirrors. Students will be able to apply physical laws and principles to practical problems relevant to several scientific fields. Furthermore, the student will understand how observation and experimentation create testable scientific theories and thus offer a strong foundation in problem solving strategies. Students will conduct experiments in lab and submit pre-lab and post-lab assignments describing the relevance of laboratory activities. The laboratory course compliments the theories and concepts discussed in lecture by utilizing hands-on examples.
Prerequisites: PHYS311 and PHYS311L or equivalent
Corequisites: PHYS316
Restrictions: BSBS program only

PP0610 – Scientific Basis of Chiropractic
Units: 3
This lecture course is designed to develop an understanding of the scientific basis of chiropractic manipulation, mobilization and manual therapies. The course covers prominent developments of multiple chiropractic hypotheses, basic science, clinical science as well as historical and contemporary research relative to the practice of chiropractic spinal adjustments their clinical effects.
Prerequisites: SP0101, SB0101, CTAP103, GA0202, NS0313, NS0312L
Restrictions: DC program only

PP0702 – Practice Management: Risk Management
Units: 1
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.
Restrictions: DC, DACM, MSPA programs only

PP0712 – Ethics in Healthcare
Units: 1
This course is designed to increase the student's awareness of the common ethical issues faced in healthcare delivery. It focuses on the responsibilities of healthcare providers and covers various problem solving techniques that may be useful in resolving the variety ethical dilemmas faced by today's practitioners. Additionally, instruction in ethical and professional peer review processes are included.
Prerequisites: DC: CBS0108, MAOM: CBS0108 DACM: CBS0108
Restrictions: DC, MAOM, DACM, MSPA programs only

PP0801 – Practice Management: Practice Development
Units: 2
This course introduces the student to the processes involved in preparing to open 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 health care providers, communicating with the patients, and developing an internal and external marketing plan. Also covered are the options of associate positions and the purchase of an existing practice. The teaching formats used include lecture, out of class assignments, plus group discussions.
Prerequisites: PP0702
Restrictions: DC, DACM programs only

PSY102 – Psychology I
Units: 3
Examines basic psychological concepts, such as the nervous system, memory, intelligence and development along with Freudian, humanistic, social, cognitive, and trait theories. Presents an introduction to the issues, methods, and descriptions of psychology. Discusses individual and social problems of everyday life through the viewpoints and methods of modern scientific psychology. Examines the psychological processes through which people deal with the challenges of everyday life.
Prerequisites: High School Diploma or equivalent
Restrictions: Accelerated Science

PSY202 – Psychology II
Units: 3
This Developmental Psychology course will focus on the lifespan perspective and theories of human development from infancy, early childhood to adolescence. Classes will focus on prenatal development, birth and physical development, cognitive development and socioemotional development throughout the lifespan. Critical thinking skills will be important to the understanding of the important elements of development throughout a person's life.
Prerequisites: High School Diploma or equivalent; Psychology I
Restrictions: Accelerated Science

SB0101 – Spinal Biomechanics
Units: 1
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.
Restrictions: DC program only

SEL0802 – Grand Rounds
Units: 1
This is a live, online, case-based presentation course. This course provides students with the opportunity to develop a basic understanding of management protocols, and acquire and develop reasoning skills necessary to modify management plans through a variety of clinical presentations.
Restrictions: DC program only

SEL0808 – Yoga for the Management of Common Conditions
Units: 2
This course designed to improve muscular strength, endurance, flexibility, balance and relaxation techniques. Students will be provided with a beginner working knowledge of yoga postures and the benefits associated with yoga. Students will compare and contrast poses that benefit health and ameliorate various diseases and learn how to modify certain postures to treat patients with specific disorders. Yoga and Pranayama beneficial to common health conditions will also be discussed in detail.
Restrictions: DC program only

SEL0809 – Anatomy Dissection I
Units: 1
This course deals with the study of gross anatomy by dissection of a human cadaver with emphasis on the musculature and neurovascular supply of the thoracic and abdominal walls, organs of the thoracic and abdominal cavities, and external genitalia.
Prerequisites: GA0102
Restrictions: DC, DACM programs only

SEL0811 – Taping Procedures
Units: 1
This course prepares the student to assess and treat common injuries and biomechanical dyskinesia that may benefit from either supportive or functional taping. It includes practical skills and training in athletic taping, supportive bracing, and kinesiology taping. It requires competence in assessment of functional anatomy, biomechanics, and NMS examination.
Prerequisites: GA0102, GA0202, EB0201, FAB101, DX0310
Restrictions: DC program only

SEL0812 – Weightlifting Techniques for Explosive Training
Units: 3
This practical, introductory level course focuses on the basic mechanics and performance of the snatch and clean and jerk and how these movements can be applied to sports-specific training and rehabilitation. Students will learn the rules that govern Olympic weightlifting and participate in a weightlifting competition as an athlete or judge.
Prerequisites: EB0201, FAB101
Restrictions: DC program only

SEL0814 – Cox Technique
Units: 1
This lecture and laboratory course combines instrument-assisted Cox Flexion Distraction Decompression Adjusting® with the use of nutrition, modalities, and rehabilitation exercises to treat pain in the lumbar spine and pelvis. This course satisfies the Part 1 requirement toward Certification in the Cox Technique. You must complete both Part 1 and Part 2 to become certified in the technique.
Restrictions: DC program only

SEL0816 – Activator Methods Chiropractic Technique Basic Scan
Units: 1
In this course the history and development of the Activator Method will be presented. The basics of the Activator analysis and adjusting will be taught beginning from assessment of the lower extremity and pelvis through the lumbar, thoracic and cervical spine including the upper extremities. Through lecture, and hands-on training during workshop sessions, the attendee will receive actual training in the use of AMCT to allow them to begin to implement this chiropractic technique into their practice. Included will be proper documentation procedures.
Prerequisites: FAB101, EB0201, CP0312
Restrictions: DC program only

SEL0821 – Sports Massage
Units: 1
This course covers traditional sports massage techniques for the treatment of athletes and their injuries. It is designed to equip students with a greater understanding and appreciation of the specific needs of sports participants in the preparation for and recovery from activity. The course will also investigate the value of sports massage in the early detection and the prevention of sports injuries in addition to being a valuable tool in the rehabilitation of such conditions. It provides a clear understanding of pre-event and post-event sports massage. Students will learn the distinction between restorative massages for performance enhancement and rehabilitative techniques for injury recovery.
Prerequisites: FAB101, AE0201, EB0201
Restrictions: DC program only

SEL0823 – Advanced Diversified Technique for Lumbar and Pelvis
Units: 1
This laboratory course is designed to introduce the student to variations to the application of diversified adjusting techniques of the lumbar spine and pelvis. The course is designed to enhance the student's adjusting skills by improving effectiveness and increasing confidence.
Prerequisites: CP0412
Restrictions: DC program only

SEL0826 – Advanced Diversified Technique for Cervical Spine
Units: 1
This laboratory course is designed to advance the student's Cervical adjusting skills. The course will emphasize assessment and application of the adjustments to the Cervical spine and will also include patient education, exercises, and methods of prevention of injuries.
Prerequisites: CP0412
Restrictions: DC program only

SEL0830 – Nutrition and Disease
Units: 1
Health care practitioners today recognize the critical role that nutrition plays in clinical practice. Scientific evidence has shown that food choices and certain supplements can lessen and sometimes even reverse the symptoms of disease. This course is designed to provide the student with an opportunity to advance their knowledge of the application of nutritional therapy in the management of select medical conditions. Through the use of case studies and evidence-based applications of nutritional therapies, students will learn how to diagnose conditions that are responsive to nutritional interventions and formulate comprehensive nutritional management plans.
Prerequisites: BN0405, BN0510
Restrictions: DC program only

SEL0835 – Sacro-Occipital Technique (SOT)
Units: 1
This laboratory course is an introduction to the Sacro-Occipital Technique (SOT) category system of analysis with focus on evidence based terminology, protocols, and clinical application. The class will focus on teaching basic SOT skills as developed by its founder M.B. DeJarnette, DO, DC.
Prerequisites: CP0412, CP0510
Restrictions: DC program only

SEL0837 – Core Stabilization
Units: 1
This course will explore the ergonomic and technological factors that have contributed to the decreasing integrity of the core musculature in today's society as well as the epidemic of poor posture. Students will obtain a practical approach to posture assessments of the main posture deviations seen in today's society along with a definitive protocol for prescribing stretches to correct these deviations. Students will gain a clear understanding of the physiology of the core musculature and how these muscles work together to ensure proper stabilization of the spine. Upon completion of this course, students will know the distinct differences between the different levels of core exercises and the methods used to incrementally progress or regress the exercises to fit the individual patients' needs and capabilities.
Prerequisites: GA0102, GA0202, FAB101, AE0201, CTAP103, PH0302, PH0311
Restrictions: DC program only

SEL0840 – Gonstead Adjusting Methods of Lumbar Spine and Pelvis
Units: 1
This hands-on laboratory course is designed to introduce the student to the Gonstead adjusting method as applied to the lumbar spine and pelvis. The course will emphasize the assessments, listing system and contacts characteristic of the Gonstead system and include application of the adjustments.
Prerequisites: CP0412
Restrictions: DC program only

SEL0843 – Diagnostic Imaging of Chest and Abdomen
Units: 2
This is an intermediate level course pertaining to the appearance of soft tissue anatomy and pathology of the chest and abdomen as visualized on plain film radiographs and advanced imaging. Anatomic areas covered include the chest and abdomen and associated structures. Emphasis will be placed on the categories of anatomy identification, normal/congenital variants and more commonly seen pathology and use of a search pattern approach to radiographic image interpretation. Teaching methods include lectures, skills laboratory, and problem based large group discussions that emphasize clinical reasoning.
Prerequisites: XR0515
Restrictions: DC program only

SEL0847 – Gonstead Adjusting Methods for Cervical and Thoracic Spine
Units: 1
This hands-on laboratory course is designed to introduce the student to the Gonstead adjusting method as applied to the thoracic and cervical spine. The course will emphasize the assessments, listing system and contacts characteristic of the Gonstead system and include application of the adjustments.
Prerequisites: CP0412
Restrictions: DC program only

SEL0848 – Pediatric Adjusting and Management
Units: 1
This hands on lecture course is designed to introduce the student to Pediatric adjusting methods and patient management. The course will emphasize history and physical assessments, spinal examination and spinal manipulation. The student will be introduced to several different techniques and emphasis will be placed on their therapeutic application. Advanced topics will include management of the challenged child.
Prerequisites: CP0510
Restrictions: DC program only

SEL0853 – Advanced Imaging
Units: 2
Fundamental overview of advanced imaging modalities with an emphasis on MRI, Ultrasound and CT. Topics of discussion include indications for ordering, advantages, disadvantages, limitations, basic physics, basic anatomy and common pathology for each modality. Methods of instruction include lecture, lab work and online assignments.
Prerequisites: XR0305, XR0620
Restrictions: DC program only

SEL0857 – Advanced Diversified Technique for the Upper and Lower Extremities
Units: 1
This laboratory course is designed to advance the student's extremity adjusting skills. The course will emphasize assessment and application of the adjustments to the extremity system and will also include patient education, exercises, and methods of prevention of injuries
Restrictions: DC program only

SEL0855 – Toggle Recoil
Units: 1
This laboratory course is designed to introduce the student to the Specific Upper Cervical Toggle Recoil. The course is designed to introduce the student to the adjusting skills necessary to perform a Toggle Recoil with a drop piece.
Prerequisites: CP0510
Restrictions: DC program only

SEL0908 – Dissection I
Units: 1
This course deals with the study of gross anatomy by dissection of a human cadaver with emphasis on the musculature and neurovascular supply of the thoracic and abdominal walls, organs of the thoracic and abdominal cavities, and external genitalia.
Prerequisites: GA0102
Restrictions: DC, DACM program only

SEL0909 – Dissection II
Units: 1
This course deals with the study of gross anatomy by dissection of a human cadaver with emphasis on the musculature and neurovascular supply of the head and neck, oral cavity, nasal cavity & paranasal sinuses, orbital cavity, special senses, brain, and cranial cavity.
Prerequisites: GA0202
Restrictions: DC, DACM program only

SEL0911 – Case Management with Specialized Diversified Technique
Units: 1
This laboratory course is designed to introduce the student to the specifics of adjusting Cervical, Thoracic, Lumbar, Pelvis and extremities with management skills for each case. The course is designed to introduce the student to the adjusting skills necessary to perform a specialized Diversified Technique adjustment.
Prerequisites: CP0510
Restrictions: DC program only

SEL0912 – Posture Analysis and Corrective Exercise Training
Units: 1
This 15 hour learn-by-doing course emphasizes the practical applications of performing an in-depth static posture evaluation and functional movement assessments. This information gives the practitioner additional objective measures that can guide the hands–on treatment and provide corrective exercise strategies during treatment. This course focuses on the major postural dysfunctions seen in practice today.
Prerequisites: CP0103, CP0204, CP0312
Restrictions: DC program only

SEL0913 – Animal Chiropractic
Units: 1
Part 1 of this introductory, hands-on lecture course is designed to educate chiropractors in their role in the modern, integrative health care of animals. Content includes a description of Animal Chiropractic; discussing what it was, what it is, and what it is not. Additionally, the course will apprise the attendees to the current professional climates, legalities, business aspects, and opportunities for chiropractors who choose to add animals to their list of patients. And finally, discussion will turn to the internationally recognized standards of education required of the Animal Chiropractor.
Part 2 will explore the clinical aspects of Animal Chiropractic. Safety and handling, examination and treatment will be discussed. Treatment will be demonstrated by video.
Restrictions: DC program only

SEL0916 – Swedish Massage
Units: 1
This course covers traditional Swedish massage techniques and will equip the student to perform a basic, full body Swedish massage. The student will learn the concept of basic massage therapy; the use of massage therapy as an adjunct to chiropractic and/or acupuncture practice; and basic legal, practical, and professional aspects to be considered when incorporating massage into one's practice. Instruction will include California law; hygiene, sanitation and safety; equipment and the professional environment; and ethics and boundaries.
Prerequisites: FAB101, AE0201, EB0201
Restrictions: DC program only

SEL0917 – Introduction to Functional Medicine and Blood Chemistry Analysis
Units: 1
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.
Prerequisites: BN0510
Corequisites: CDX0601
Restrictions: DC, DACM programs only

SEL0918 – Effective Athlete Development: From Assessment to Training
Units: 2
This introductory level course emphasizes practical applications of exercise science in the field of strength and conditioning. This course focuses on the testing and evaluation of athletes, exercise technique, and various modes of training. The information acquired during this course relates to both athlete development for healthy/uninjured athletes, as well as to rehabilitation of injured or deconditioned athletes prior to re-entry into competition.
Prerequisites: FAB101, EB0201
Restrictions: DC program only

SEL0922 – Functional Movement Screening and Corrective Exercise
Units: 1
The Core Training System is the product of years of research and innovation. This System develops exercise programs based on individual movement patterns. It is equally effective in rehabilitation as well as conditioning because it targets the weak link. The System is made up of: Functional Movement Screen, Core Training and Reactive Neuromuscular Training.
Prerequisites: SEL0811, GA0102, GA0202, EB0201, FAB101, DX0310
Corequisites: DX0407
Restrictions: DC program only

SEL0924 – Functional Blood Chemistry II with Multiple Case Studies. Inflammation as the Chronic Disease. Methylation and Epigenetics
Units: 1
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 an introduction to epigenetic influences on disease as well as diet, nutritional and lifestyle modification used to attenuate potential adverse outcomes.
Restrictions: DC, DACM programs only

SEL0925 – Functional Medicine Module 3: Functional Gastroenterology: The Gut-Brain-Immune-Endocrine Connections.
Units: 1
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, 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.
Restrictions: DC, DACM programs only

SEL0927 – Doctor Heal Thyself: Role-Modeling Healthy Behaviors
Units: 2
This course is designed to improve self-care among future healthcare providers for their own well-being as well as for the benefit of their future patients. Through a combination of didactic and experiential learning, students will gain an understanding of the importance and impact of key self-care practices. An emphasis will be placed on hands-on, practical approaches for making sustainable changes in diet, exercise, stress management, and sleep hygiene to reduce their risk of disease and promote health. As students are empowered with an enhanced capacity for self-care, it is expected that they will be more inclined, and better equipped, to implement these strategies when counseling future patients
Restrictions: DC program

SEL0929 – Functional Medicine Module 4: Foundations of Functional Endocrinology
Units: 1
This class will introduce key principles of endocrinology and provide the learner with a functional approach to patient care as it relates to diet and lifestyle intervention. A review of major hormones, their biosynthesis, storage, transport, recognition by cell, amplification and breakdown will be covered in class. Additional emphasis will be on the Hypothalamic-Pituitary-Adrenal (HPA) and the Hypothalamic-Pituitary-Thyroid (HPT) axis with special sections on general adaptation syndrome and Hashimoto's hypothyroid. A review of best dietary practices and supplementation will also aid the learner in understanding safe, effective application strategies to employ with patients.
Restrictions: DC, DACM program only

SEL0930 – Functional Medicine Module 5: Male and Female Hormones and Preconception Planning
Units: 1
This course is an extension of the prior endocrinology course (FM 4) and will emphasize male and female hormones, reproduction and preconceptual planning. The student will be familiar with pregnancy as it relates to hormonal and immune challenges, fetal development, and the influence of teratogen exposure. Current literature will be reviewed regarding developmental disorders, which may be attributable to environmental influences in early life, benefits of breast-feeding, and nutritional support for prenatal care.
Restrictions: DC, DACM programs only

SEL0935 – Advanced Laboratory Evaluations: Nutrient Status Evaluations, Amino Acids and Organic Acids, Biological Effects of Pollutants and Detoxification Strategies. Connecting the Dots – Applying Functional medicine
Units: 1
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.
Prerequisites: Minimum two of the following: SEL0917, SEL0924, SEL0925, SEL0929, SEL0930
Restrictions: DC, DACM program only

SEL0938 – Advanced Taping
Units: 1
The Advance Taping Selective will go in depth with the assessment of sports related injuries as well as treatment protocols with the emphasis in advance taping techniques. Taping techniques will include preventative, supportive, rehabilitative and protective techniques. Students must have competencies in anatomy, biomechanics and neuromusculoskeletal examination. Therefore the completion of Taping Procedures Selective is essential to the participation to this class.
Prerequisites: SEL0811, GA0102, GA0202, EB0201, FAB101, DX0310
Restrictions: DC program only

SEL0945 – Introduction to Instrument Assisted Soft Tissue Manipulation
Units: 1
This course is an introductory, technique laboratory course for instrument-assisted soft tissue mobilization (IASTM). Students will learn the history, scientific (anatomical and physiological) reasons, and the many variations of the instruments/IASTM. Students will also learn, through demonstrations and hand-on laboratory sessions, the basic strokes of various body regions. Indications, contraindications and potential adverse effects of IASTM will also be discussed. Hands-on application using the instrument will be stressed.
Prerequisites: SEL0938
Restrictions: DC program only

SMS101 – Sports Medicine Emergency Management and Standards of Care
Units: 2
This course focuses on the acute care and prevention of injuries and illnesses common in sports medicine. Students will recognize, differentiate, and demonstrate intervention strategies for a variety of catastrophic and emergent conditions based on evidence and standards of care established within the sports medicine profession.
Restrictions: Sports Medicine Honors only

SMS102 – Sports Medicine Nutrition & Ergogenic Aids
Units: 2
This thirty (30) hour course includes diet, dietary composition, and diet construction in athletics; included in the curriculum are sports supplementation, principals of weight gain and loss, eating disorders, and ergogenic aids.
Restrictions: Sports Medicine Honors only

SMS201 – Sports Medicine Therapeutic Interventions I: Taping
Units: 2
Introduction to clinical skills utilized to provide successful patient-care in Sports Medicine healthcare settings. Practical application of documentation, taping and wrapping for extremities, stretching, therapeutic modalities, equipment fitting, basic care for acute injuries, and basic concussion evaluation methods.
Restrictions: Sports Medicine Honors only

SMS301 – Sports Medicine Research & Clinical Experience I: Foundations of EBP
Units: 1
A beginning clinical education experience in Sports Medicine. Includes introductory application and observation of skills including diagnosis, treatment, prevention, and documentation of patient care in various settings. Students will also practice professional behaviors and communication through collaboration with Sports Medicine and other healthcare professionals. Students will explore Evidence-Based Practice (EBP) in Sports Medicine with an introduction to concepts of evidence based-practice and the importance of advancing knowledge in the Athletic Training profession. The student will search for the best evidence and begin to critically analyze the evidence in a systematic manner as it relates to patient outcomes and clinical questions.
Restrictions: Sports Medicine Honors only

SMS302 – Sports Medicine Research & Clinical Experience II: Research Design & Biostatistics
Units: 1
An intermediate clinical education experience in the athletic training program. Includes intermediate application of skills including diagnosis, treatment, prevention, and documentation of patient care in various settings. Students will also practice professional behaviors and communication through collaboration with athletic trainers and other healthcare professionals. Students will apply the concept of evidence based-practice by utilizing biostatistics in evaluating quality of evidence as it relates to patient outcomes and clinical questions.
Restrictions: Sports Medicine Honors only

SMS303 – Sports Medicine Research & Clinical Experience III: Analyzing a Problem
Units: 1
An intermediate clinical education experience in the Sports Medicine program. Includes intermediate application of skills including diagnosis, treatment, prevention, and documentation of patient care in various settings. Students will also practice professional behaviors and communication through collaboration with athletic trainers and other healthcare professionals.
This course also includes the first in a series of five seminars designed to assist Sports Medicine students with the development of the required clinical research project through the stages of reviewing the literature to dissemination of the findings. The purpose of this first course is to provide graduate sports medicine students with the knowledge and skills for successfully reviewing the literature relating to a specific clinical research project topic and writing a focused review of literature to serve as the basis for the proposed clinical research project.
Restrictions: Sports Medicine Honors only

SMS304 – Sports Medicine Research & Clinical Experience IV: Proposing a Solution
Units: 1
A clinical education experience in the sports medicine program focused on observation of and interactions with patients in general medical and rehabilitation clinic settings. Students will demonstrate professional behaviors and communication through collaboration with healthcare professionals such as physicians, physical therapists, and physician assistants.
The purpose of this second course in the clinical research project series is to provide graduate athletic training students with the knowledge and skills to develop and present a proposal related to the required clinical research project. The proposal is crucial for the success the clinical research project as it describes in detail the research questions, hypotheses, and methodological details of the study. During this course, graduate sports medicine students will work closely with a research advisor to ensure the research proposal is methodologically sound and feasible. By the end of this course, students will complete the proposal, present the project to the students' research advisor, and submit an application to the IRB.
Restrictions: Sports Medicine Honors only

SMS401 – Sports Medicine Examination and Diagnosis I: PPE
Units: 1
This fifteen hour course includes twelve hours of online curriculum provided by DConline.cc and three hours of live lecture/lab, will provide students with the current information concerning the performance of the athletic physical. The learner is actively tracked and engaged in this distance-based class by the use of interactive teaching tools including the evaluation of heart sounds. This course focuses on best practices for safe and high-quality pre-participation examinations (PPE) including vital signs, general inspection, eyes, ears, nose, throat (EENT), cardiovascular and pulmonary screening, abdominal examination, neurological examination, genitourinary, musculoskeletal examination (static and functional examination), and general medical examination.
Restrictions: Sports Medicine Honors only

SMS402 – Sports Medicine Examination and Diagnosis II: Lumbar, Pelvis & Lower Extremity
Units: 1
This course covers functional anatomy, pathology and clinical diagnosis of musculoskeletal injuries of the lower extremity including foot, ankle, lower leg, knee, thigh, hip, and lumbar spine. A focus on documentation, differential diagnosis, and the appropriate use of evidence to guide the students' evaluation will occur.
Restrictions: Sports Medicine Honors only

SMS403 – Sports Medicine Examination and Diagnosis III: Head, Neck & Spine
Units: 1
This course covers functional anatomy, pathology and clinical diagnosis of musculoskeletal and neurological injuries of the head (including traumatic brain injury), cervical, thoracic and lumbar spine. A focus on documentation, differential diagnosis and the appropriate use of evidence to guide the students' evaluation will occur.
Restrictions: Sports Medicine Honors only

SMS404 – Sports Medicine Examination and Diagnosis IV: Upper Extremity
Units: 1
Clinical Orthopedics and Neurological Assessment II (CONA 2). Corequisite, Sports Medicine Examination and Diagnosis V: Upper Extremity Lab. This course covers functional anatomy, pathology and clinical diagnosis of musculoskeletal injuries of the upper extremity including glenohumeral, scapulothoracic, elbow, wrist, hand and finger. A focus on documentation, differential diagnosis and the appropriate use of evidence to guide the students' evaluation will occur.
Restrictions: Sports Medicine Honors only

SMS405 – Sports Medicine Examination and Diagnosis V: Neurophysiology of Concussion
Units: 1
This course covers neurological anatomy, physiology and clinical diagnosis of concussions. A focus on the validity of baselines and sideline concussion assessments, documentation, differential diagnosis and the appropriate use of evidence to guide the students' evaluation will occur.
Restrictions: Sports Medicine Honors only

SMS501 – Sports Medicine Strength & Conditioning I: Exercise Physiology
Units: 2
During this course students will learn the appropriate progression and application of exercise prescription for adult, pediatric, geriatric, co-morbid, and athletic patients. This class is designed for the student to be able to accurately assess their patient's physical fitness level and accurately prescribe aerobic, anaerobic, endurance & strengthening exercises accordingly. Anatomical, physiological, biomechanical, and psychological principles and concepts will be explored, examined, and utilized. Students will be tested on their understanding of these principles and concepts as well as their understanding of what the appropriate progression of exercise prescription is for each population and why. This course will also help students prepare for the CSCS exam if desired.
Restrictions: Sports Medicine Honors only

SMS502 – Sports Medicine Strength & Conditioning II: Effective Athlete Development
Units: 2
This introductory level course emphasizes practical applications of exercise science in the field of strength and conditioning. This course focuses on the testing and evaluation of athletes, exercise technique, and various modes of training. The information acquired during this course relates to both athlete development for healthy/uninjured athletes, as well as to rehabilitation of injured or deconditioned athletes prior to re-entry into competition.
Restrictions: Sports Medicine Honors only

SP0101 – Spinal Anatomy
Units: 3
This course addresses structure and function and clinical concepts of the human spinal column, pelvis, spinal cord and introduction to the peripheral nervous system. Emphasis is placed on the interrelationships between structure and function of these structures. Instruction includes lecture, human dissection laboratory, small group discussion sessions and independent working projects. Laboratory activities will include dissection, the study of pre-dissected materials, models and problem-based small group discussions.
Restrictions: DC, DACM programs only

XR0305 – X-Ray Physics and Protection
Units: 2
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, the formation of a digital 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.
Restrictions: DC program only

XR0508 – Image Interpretation I
Units: 3
This is an advanced level course that is focused on developing search patterns for radiographic identification and interpretive skills. The course will cover the roentgen signs of bone and joint disease, general concepts of bone tumors and musculoskeletal trauma, infection, metabolic, endocrine, hematologic and congenital disorders. Chest and abdominal disorders are also covered in this course. Practical application of advanced imaging modalities in the assessment of pathology will be presented when appropriate. Teaching methods include lectures, skills laboratory, and problem based group discussions that focus on clinical reasoning.
Prerequisites: DC: XR0515 MSPA: XR0515
Restrictions: DC, MSPA programs only

XR0515 – Diagnostic Imaging Basics and Anatomy
Units: 3
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 both on plain films, and to a lesser extent CT and MRI, normal/congenital variants and developing a search pattern approach to radiographic image interpretation. Clinical reasoning behind the imaging of patients will also be discussed. Teaching methods include lectures, skills laboratory, and problem based large group discussions that focus on clinical reasoning.
Prerequisites: DC: GA0102, GA0202, SP0101, AE0201 MAOM: AAN101, AAN202 DACM: GA0102, GA0202
Corequisites: MSPA: GA0202
Restrictions: DC, MAOM, DACM, MSPA programs only

XR0620 – Image Interpretation II
Units: 5
This is an advanced level course that is focused on developing search pattern and radiographic identification/interpretive skills. The course will cover the radiographic appearances of pathologies affecting the spine, lower extremity and 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.
Prerequisites: XR0508
Restrictions: DC program only

XR0711 – Radiographic Positioning and Technology
Units: 1
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.
Prerequisites: XR0305, XR0515
Restrictions: DC program only

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MD, Babol University of Medical Sciences, Iran, 2000
PhD, University of Alberta, Canada, 2008

Ryan Muoio
Part-Time Faculty
MS, University of California, Irvine, 2016

Irene Nagel
Instructor
BS, University of Southern California, 2000

Saharut "Sunny" Nilchavee
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

Tia Nguyen
Instructional Faculty
BS, University of California, Irvine, 2002
PharmD, University of the Pacific, 2005
Board Certified Advance Diabetes Management, 2007
Certified Diabetes Educator, 2013

Vanessa Ochoa
Part-Time Faculty
PhD, University of Vermont, 2015

Otra Olver
Instructor
DC, Southern California University of Health Sciences, 2003

Jayagopal Parla
Ayurvedic Instructor
BAMS, University of Bangolore, India, 1998
MD (Ayurveda), Rajiv Gandhi University, India, 2005
MAOM, Southern California University of Health Sciences, 2014

Essence Parker
Part-Time Faculty
MA, University of Redlands, 2014

Sumana Pasala
Part-Time Faculty
MS, Mahila University, Andhra Pradesh, India, 2001
PhD, University of California, Riverside, 2013

Jordan Rio
Part-Time Faculty
DC, Southern California University of Health Sciences, 2014

Angizeh Sadeghi
Clinical Assistant Professor
BS, University of California, Irvine, 1997
MD, Ross University School of Medicine, Dominica, 2003

Laura Schmalzl
Associate Professor
BA, University of Padua, Italy, 2000
MA, Macquarie University, Australia, 2004
PhD, Macquarie Centre for Cognitive Science, Australia, 2008

Bikau Shukla
Part-Time Faculty
PhD, University of Tokyo, Japan, 2008

Christie Smirl
Ayurvedic Instructor
AyD, American University of Complementary Medicine, 2016
RYT, Green Tara Yoga, 2006
NP, Loma Linda University, 2000
MS, Loma Linda University, 2000

Astor Suriano
Part-Time Faculty
MS, California State University, Long Beach, 2013

Veronica Velazquez
Instructor, Massage Therapy
California Polytechnic University, Pomona, 2009
Certificate of Massage Therapy, Southern California University of Health Sciences, 2010
MS, California Polytechnic University, Pomona, 2014

University Health System

Annie Babikian
Clinical Faculty, Primary Spine Care, SCU Health System
BS, La Sierra University, 2008
DC, Southern California University of Health Sciences, 2013
Spine Care Residency, Southern California University of Health Sciences, 2015
Diplomate of the American Chiropractic Board of Sports Physicians, 2015

Jacqueline Beres
Assistant Clinical Professor
Chair, Clinical Internship Department
Director, Spine Care
BS, University of Florida, 2003
DC, Palmer College of Chiropractic-Florida, 2006

James Cox
Assistant Clinical Professor
Quality Assurance Coordinator
BA, California State University, San Bernardino, 1994
DC, Southern California University of Health Sciences, 2007

Diane Christopherson
Instructor
BA, Stanford University, 1976
DC, Palmer College of Chiropractic, 1986

Sonika Laskar Desai
Ayurvedic Instructor
BAMS, Pune University, India, 2006

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

Michael Fanning
DC, Southern California University of Health Sciences,
AA, Community College of the Air Force

David Foster
Clinical Associate Professor
Executive Director, Sports Medicine, Fitness, and Human Performance
BS, University of Southern California, 1992
DC, Southern California University of Health Sciences, 1997
Certified Strength and Conditioning Specialist, 2003
MA, Chapman University, 2012
Diplomate American Chiropractic Board of Sports Physicians, 2012

Nicole "Nina" Foster
Diagnostic Imaging Resident
BA, Monmouth University, 2008
MBA, Colorado Technical University, 2011
DC, Palmer College of Chiropractic, 2016

Kevin Glenn
Lead Instructor, 7th Term Clinical Internship
BS, Los Angeles College of Chiropractic, 1983
DC, Los Angeles College of Chiropractic, 1983
Diplomate, American Board of Chiropractic Orthopedists, 1999

Jannet K. Gonzalez
Sports Medicine Education Coordinator
BS, California State University, Fullerton
DC, Southern California University of Health Sciences, 2010
Diplomate, American Chiropractic Board of Sports Physicians, 2013

Troy Holder
Sports Medicine Resident
DC, Palmer Chiropractic College West, 2010
Certified Chiropractic Sports Practitioner, 2015
Diplomate American Chiropractic Board of Sports Physicians, 2016

Joseph Horrigan
Associate Professor
Executive Director of Tactical Sports Medicine
DC, Southern California University of Health Sciences, 1988
Diplomate, American Chiropractic Board of Sports Physicians, 1994

Eric Lung-Cheng Hsiao
Professor
Chair, Department of Foundations and Principles
MD, Guang Zhou University of Chinese Medicine, China, 1994
PhD, Beijing University of Traditional Chinese Medicine, China, 1999

Lung-Sheng (Lawrence) Hsiao
Professor
Chair, Herbology & Internal Medicine Department
MB, Beijing University of Chinese Medicine, China, 1997
MSCM, Beijing University of Chinese Medicine, China, 2000

Henry Hwang
Assistant Professor
Interim Chair of Clinical Education Department
BS, University of California, Irvine, 1996
DC, Los Angeles College of Chiropractic, 1999
MAOM, Southern California University of Health Sciences, 2004

Simone Jordan
Diagnostic Imaging Resident
BA, University of Southern California, 2011
DC, Southern California University of Health Sciences, 2016

Anupama Kizhakkeveettil
Professor
Program Director, Ayurvedic Medicine
BAMS, Mangalore University, India, 1999
MAOM, Southern California University of Health Sciences, 2006
PhD, Walden University, 2016

Clifford Lee
Assistant Professor
BA, Swarthmore College, 1993
MS.Ed, University of Pennsylvania, 1998
MSAOM, South Baylo University, 2006

Thomas Lee
Associate Clinical Professor
DC, Los Angeles College of Chiropractic, 1997
MAOM, Southern California University of Health Sciences, 2011

Hiwot Melka
Spine Care Resident
BS, Hamline University, 2009
DC, Northwestern University of Health Sciences, 2015

Sue Mir
Clinical Assistant Professor
MAOM, South Baylo University, 1999
DOM, South Baylo University, 2006

Bill Moreau
Associated Faculty
DC, Palmer College of Chiropractic

Melissa Nagare
Associated Faculty
Chief Clinical Officer
Vice President, SCU Health System
BA, Dartmouth College, 1999
MAOM, Southern California University of Health Sciences, 2007
DC, Southern California University of Health Sciences, 2007
Certified Chiropractic Sports Physician, 2009

Hector RiveraMelo
Director, Center for Diagnostic Imaging
DC, Southern California University of Health Sciences, 2009
Diplomate of the American Chiropractic Board of Radiology, 2012
Registered in Musculoskeletal Sonography, 2017

Andrew Park
Assistant Clinical Professor
BS, University of California, Irvine, 1994
DC, Los Angeles College of Chiropractic, 1998
MAOM, Southern California University of Health Sciences, 2015

Jayagopal Parla
Ayurvedic Instructor
BAMS, University of Bangolore, India, 1998
MD (Ayurveda), Rajiv Gandhi University, India, 2005
MAOM, Southern California University of Health Sciences, 2014

Thales Ruela
Herbal Pharmacy Instructor
BS, University of Mogi das Cruzes-Brazil, Brazil, 2002
MAOM, Southern California University of Health Sciences, 2012

Robb Russell
Clinical Professor
Assistant Vice President & Clinical Chief of Staff, SCU Health System
BA, San Diego State University 1978
DC, Los Angeles College of Chiropractic 1982

Bharathi Venkat
Ayurvedic Instructor
BAMS- Bangalore University, India, 1999

Manjusha Vinjamury
Ayurvedic Instructor
BA, Tilak Maharshtra University, India, 1987
BAMS, Pune University, India, 1989
MD (Ayurveda), University of Kerala, India, 1993
MAOM, Southern California University of Health Sciences, 2005

Sivarama Prasad Vinjamury
Professor
Interim Chair of Doctoral Studies
Director, Capstone Research
BAMS, Osmania University, India, 1989
MD (Ayurveda), University of Kerala, India, 1993
MAOM, Southern California University of Health Sciences, 2003
MPH, California State University, Fullerton, 2008

James Whedon
Professor of Research
Director of Health Services Research
Executive Director of Tactical Sports Medicine
DC, Logan University, 1989
MS, Dartmouth College, 2012
Diplomate, American Chiropractic Board of Sports Physicians, 1994

Ren-Tsz Yeh
Sports Medicine Resident
BS, Kaohsiung Medical University, Taiwan, 2010
MAOM, Southern California University of Health Sciences, 2014
DC, Southern California University of Health Sciences, 2014
Certified Chiropractic Sports Physician, 2016

Curtis B. Yomtob
Associate Professor
BS, Los Angeles College of Chiropractic, 1991
DC, Los Angeles College of Chiropractic, 1993
Diplomate of the American Chiropractic Board of Radiology, 1997

Jenny Yu
Associate Professor
Dean, College of Eastern Medicine
BA, University of Southern California, 1993
MSAOM, South Baylo University, 1996

STUDENT SERVICES

Academic Support Office

The goals of the Academic Support Office (ASO) include helping students maximize their academic abilities, and assisting them with accomplishing their goals by providing the appropriate tools and resources. ASO provides students access to the tutoring program, academic and personal counseling and support, and disability services. ASO is responsible for monitoring grades, academic policies, and dismissals, including the Mentoring Program which involves mandatory participation from students placed on academic probation. Learning Specialists are available to discuss program expectations, academic policies, and study skills techniques to all students.

The ASO is located in the Learning Resource Center (LRC). Regular business hours are:

Monday-Friday: 7:00am to 7:00pm

Saturday: by appointment only

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 gymnasium are:

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

Tuesday, Thursday: 9:30am to 4:30pm

Saturday: closed

Sunday: closed

*There are scheduled exceptions, such as for intramural sports.

Sand Volleyball Court Information

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

Typical operating hours for the volleyball courts are:

Monday-Friday: 6:30am to 6:30pm

Saturday: closed

Sunday: closed

*There are scheduled exceptions, such as for intramural sports.

Weight Room Information

The schedule for the weight room varies 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 Safety

Contracted guards provide campus security at SCU. 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 and blue poles marked “Security” placed at various points on campus and in the parking lots. 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 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 allows Campus Safety to determine which members of the campus community, if any, need assistance during any given emergency situation.

Should you have any questions or concerns please call or come by the office, located at the east side of Building F.

Parking Services

Parking permits are available from OneStop Enrollment Services (Building B) at no cost, and are valid in designated lots on campus. Vehicles parked in campus parking lots must display the parking permit from the rearview mirror. Further, given the University’s unique location amidst a residential neighborhood, University policy mandates that all campus community members (including students, faculty, staff, etc.) are expected to park on campus. All bicycles must also be parked in racks provided by the University.

All vehicles 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 a citation or other disciplinary action by the University.

If you have any questions concerning driving or parking on campus, please contact the Campus Safety Department.

Campus Safety is located at the east side of the Building F.

Campus Technology Services

The Information Technology (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: 7:30am to 4:30pm

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

The Chesney Student Center is an activity and study facility that houses computer stations with printing and photocopying capabilities, a vending area, recreation area, 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 breakfast, snacks, and sandwiches. Hours of operation vary.

OneStop Enrollment Services

OneStop Enrollment Services is the central location for student services. It is committed to providing a supportive community for all students. At OneStop, students can enroll in classes, arrange financial aid and billing, get an SCU identification card, and get assistance with academic records.

OneStop includes the following services:

- Admissions
- Financial Aid
- Student Accounts
- Registrar

OneStop is located in Building B. Regular business hours are:

Monday-Friday: 8am to 5pm

Saturday: 8:30am to 2:00pm

Sunday: closed

SCU Student Health Services

Healthcare for all SCU students is available on campus in the University Health Center and Sports Medicine, Fitness, and Human Performance Department. Available services include: acupuncture/traditional Chinese medicine, Ayurveda, chiropractic (general, sports, spine, and pediatric), diagnostic imaging (x-ray and ultrasound), fitness training/strength and conditioning, massage therapy, and medical services. SCU accepts most insurance types, and for students without insurance, or with insurance that does not cover desired services, discounts are available. Students must present their student identification card to office staff for access to discounted health services.

SCU also offers discounted services to graduate degree program student household members who do not have insurance or who have insurance that does not cover desired services.

Personal injury cases, workers' compensation cases, and Medicare eligible individuals are excluded from participation in discount programs for both students and household members.

For more information about SCU student healthcare services, please contact the University Health Center and/or the Director of Health Services Operations.

Office of Student Affairs

The Office of Student Affairs provides quality programs, services, and events that promote learning, leadership development, and enhance student life. It advocates for student concerns, enriches student learning, promotes professional development, and prepares students to be contributing members of a diverse society.

The Office of Student Affairs supports student involvement in a variety of social, technique, political, religious, and humanitarian clubs and organizations. It also enforces community standards and campus codes of conduct, mediates academic and student behavioral concerns, and advises student organizations and student government.

Additionally, the Office of Student Affairs manages the Chesney Student Center, gymnasium, and weight room.

The Office of Student Affairs is open Monday through Friday 8:00 am to 5:00 pm and is located in the B-bldg. with OneStop Enrollment Services.

Library/Learning Resource Center

The Seabury-McCoy Learning Resource Center (LRC) contains a large Main Reading Room, Computer Lab, Tutoring Center, General Collection Room (reserved for quiet study), multiple group and individual study rooms, and plenty of comfortable student learning space.

The LRC collection is focused on biomedicine and health, chiropractic, acupuncture, Chinese and Ayurvedic medicine, alternative medicine. It offers electronic and print books and journals, as well as anatomical models and herb and video collections. The LRC also has a unique rare book collection dating back to the 1800s.

The LRC subscribes to over 10,000 scientific periodicals and journals (most electronically). Most journals can be easily reviewed through our Browzine app. The LRC collection is comprised of over 15,000+ print books and

140,000+ e-books. Electronic databases are accessible through the MySCU portal and associated apps. They include:

- EbscoHost DISCOVERY Service
  - MEDLINE Full Text
  - Academic Search Premier
  - Alt Health Watch
  - AMED
  - CINAHL
  - Cochrane Databases
  - DynaMed (clinical point of care)
  - SPORTDiscus with Full Text
  - Ebsco e-books
- Bates Visual Guide to Physical Examination (video database)
- Netter Images Presenter
- ChiroAccess/MANTIS
- CM-DB: Chinese Medicine Database
- ICL/Index to Chiropractic Literature
- LOCUSMap
- Natural Medicines
- OCLC WorldCat
- OVID
- ProQuest ebrary (e-books)
- R2 e-books collection
- ScienceDirect
- UpToDate (clinical point of care)
- WanFang (English and Chinese)

Services to alumni, faculty and outside healthcare providers may include research services, borrowing privileges, interlibrary loan, and document retrieval. Non-SCU members may join the LRC Friends for access to services and resources. Please contact the Executive Director of the LRC for more information.

Regular business hours are:

Monday - Thursday: 7:00 am to 11:00 pm
Friday: 7:00 am to 6:00 pm
Saturday: 7:00 am to 6:00 pm
Sunday: 2:00 pm to 9:00 pm

UNIVERSITY POLICIES

University policies are excerpted from the *SCUHS Policy Manual*.

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 September 2017 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

The University disclaims liability for any damages, bodily or otherwise, incurred by students on or off campus as a result of athletic and other extracurricular activities.

Consumer Information

The SCU Consumer Information Guide is available here. For assistance, or a print copy of the Consumer Information Guide, contact OneStop Enrollment Services.

Tuition Refunds

(SCU Policy 7.6.2)

Only tuition shall 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 that 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 an administrative fee. The University reserves the right to change the refund schedule at any time.

LACC Students: The following 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 refunds schedule, less applicable change of scheduling fees.

% of attendance	Actual Attendance Time	% of Tuition Refund
10%	Up to 10 Calendar days inclusive	90%
25%	Up to 26 Calendar days inclusive	75%
50%	Up to 50 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, Unsubsidized Direct Stafford Loans, Subsidized Direct Stafford Loans, Perkins Loans, Federal Plus loans and Direct 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 paid.

Student remaining in school until the 61st day are considered, under federal regulations, to have earned 100% of their federal aid.

The student's official withdrawal date will be the date the "official withdrawal form" is received by the Registrar. Students are urged to contact the One-Stop Enrollment Services Office for a calculation of the Title IV fund that may need to be determined.

Non-Refundable Student Fees

(SCU Policy 7.6.4)

All charges/fees except tuition are non-refundable.

Family Educational Rights and Privacy Act (FERPA)

(SCU Policy 2.1.8)

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 CFT 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[1], certain rights with respect to their educational needs. They are:

[1] Parents of dependent students as defined earlier in the statement of policy have the right to examine the record of their dependent students. The same procedure and time frames apply to parental requests as to student requests. In both instances of student and parental request for record disclosure, those requesting the record must bear the expenses of reproducing the records. No parent may see a record that his or her dependent child is not entitled to see.

1. The right to inspect and review the student's education records maintained by SCUHS within forty-five days of the day the University receives a request for access and notify the student of the time and place where the records may be inspected. If the Registrar does not maintain the records, he or she shall advise the student of the correct official to whom the request shall be addressed. There are some records to which the student has no right of access. These are:

    a. Professional mental health treatment records to the extent necessary, in the judgment of the attending physician or professional counselor, to avoid detriment effects to the mental health of the student or of others. These records may, however, be reviewed by a physician or other appropriate professional of the student's choice.

    b. Financial information furnished by the student's parents in support of an application for financial aid.

    c. Confidential letters of recommendation that were placed in the student's file prior to January 1, 1975.

    d. Confidential letters of recommendation concerning admission, employment, or honorary recognition, for which the student has waived access. (SCUHS may not require a student to sign a waiver in order to obtain services, but a person writing a recommendation may insist on a waiver as a condition for writing it).

    e. Personal notes made by a faculty member or counselor that are accessible only to that person and are not shared with others.

    f. Materials in any admissions files, until the student has been admitted to, and has attended SCUHS.

2. The right to request that SCUHS amend the student's education records that the student believes to inaccurate or misleading. Students or eligible parents requesting an amendment to a record that they believe to be inaccurate or misleading should write the custodian responsible for the record, clearly identify the part of the record they want changed, and specify why it is inaccurate or misleading. Please not, however, that SCUHS is not required to consider requests for amendment under FERPA that seek to change a grade, disciplinary decision or the opinions or reflections of a school official or other person reflected in an education record.

    a. If the University decides not to amend the record as requested by the student, the Registrar will notify the student (or eligible parent) of the decision and advise the student of the right to a hearing regarding the request for amendment.

    b. The request shall be in writing and presented to the Vice President for Academic Affairs. A hearing officer appointed by the Vice President for Academic Affairs will conduct the hearing. The hearing will be conducted within a reasonable time frame after the request for the hearing has been received. The hearing officer will notify the student or eligible parent, reasonable in advance, of the date, place, and time of the hearing.

    c. The student or eligible parent will be afforded a full and fair opportunity to present evidence relevant to the issue raised. One or more other persons may accompany the student but not address the hearing officer and may be represented by individuals including attorneys. The

hearing officer will make a decision in writing based upon the evidence presented at the hearing within a reasonable time. The decision will include a summary of the evidence presented and the reasons for the decision.

d. If the hearing officer supports the complaint, the education record will be amended accordingly and the student or eligible parent will be so informed. If the hearing officer decides not to amend the education record, the student has the right to place in the education record a statement commenting on the challenged information and/or stating the reasons for disagreement with the decision. This statement will be maintained as part of the education record as long as the contested portion of the record is maintained, and whenever a copy of the education record is sent to any party, the student's statement will be included.

3. The right to consent to the consent to the disclosure of personally identifiable information contained in the student's education records, except to the extent that FERPA authorizes disclosure without consent. **Personally identifiable information** (that is, information that would make the student's identity easily traceable) includes direct identifiers such as social security number (SSN), biometric records (a measurable biological or behavioral characteristic such as fingerprint or handwriting) as well as indirect identifiers such as the name of the student's parent or family members, mother's maiden name, and the date and place of birth, that would allow a reasonable person in the community to identify the student with reasonable certainty. Generally, the University must have written permission from the student in order to release any information from a student's education record. However, FERPA authorizes disclosure of those records, without consent, to the following parties or under the following conditions (34 CFR § 99.31):

   a. **University officials with legitimate educational interest.** One exception which permits disclosure without consent is disclosure to school officials with legitimate educational interests. A school official is a person employed by the University in an administrative, supervisory, academic or research, or support staff position (including law enforcement unit personnel and health staff); a person or company with whom the University has contracted (such as an attorney, auditor, or collection agent); a person serving on the Board of Regents; or a student serving on an official committee, such as a disciplinary or grievance committee, or assisting another school official in performing official tasks.

      A school official has a legitimate educational interest if the official needs to review an education record in order to fulfill the official's professional responsibility.

      Additionally, education records may be released to contractors, consultants, volunteers, and other outside service providers used by the University to perform institutional services and functions, that it would otherwise use employees of the University to perform. The University must use "reasonable methods" to ensure that the school official obtains access to only those education records—paper or electronic—in which they have legitimate educational interests and the burden falls to the institution to justify access if questioned.

   b. **Other Colleges, Universities and/or schools to which a student is transferring.** The authority to disclose or transfer education records to a student's new school does not cease automatically the moment a student has enrolled in the new school and continues to be enrolled at any future point in time so long as the disclosure is for purposes related to the student's enrollment or

transfer. This means that that a school may disclose any records or information, including health and disciplinary records, that the school could have disclosed when the student was seeking or intending to enroll in the new school.

c. **Specified officials for audit or evaluation purposes.** The regulations clarify that educational agencies and institutions may provide personally identifiable information within education records to state auditors without prior consent without violating FERPA.

d. **Appropriate parties in connection with financial aid to a student.**

e. **Organizations conducting certain studies for or on behalf of the University.** The final regulations require an institution using this exception to enter into a written agreement with the recipient organization that specifies the purposes of the study.

   The written agreement must specify that the information from educational records may only be used to meet the purposes of the study stated in the written agreement and must contain the current requirements in §99.31(a)(6) on re-disclosure and destruction of information as described above. The written agreement must require the organization to conduct the study in a manner that does not permit personal identification of parents and students by anyone other than representatives of the organization with legitimate interests. The final regulations also require that the written agreement must specify the purpose, scope, and duration of the student and the information to be disclosed; requires the organization to destroy or return the information.

f. **Accrediting organizations**.

g. To comply with judicial order or lawfully issued subpoena. The institution may disclose education records in response to a judicial order, a lawfully issued subpoena, or an order issued by the US Attorney General under the USA Patriot Act without consent or notice to the student that it would otherwise be required under the regulations.

h. **Appropriate officials in cases of health and safety emergencies**. In making a determination under the health and safety emergency, institutions are now allowed to exercise judgment as follows;

   i. An institution may take into account the "totality of the circumstances" pertaining to a threat to the safety or health of a student or other individuals.

   ii. If an institution determines there is an "articulable and significant threat" to the health or safety of a student or others, an institution may disclose information from education records to third parties, whose knowledge of the information is necessary to protect them, including the health and safety of the student or others.

   iii. If, based on the information available at the time, there is a rational basis for that determination at the time the decision is made.

   A separate change was made to another section of the health and safety emergency provision to allow disclosure of personally identifiable information from an education record to "appropriate parties," including parents of a student, if knowledge of the

information is necessary to protect the health and safety of the student or other individuals.

Additionally, the Department of Education will require that the institution involved in a disclosure under these circumstances record the nature of the threat and the parties to whom it disclosed information under the "health and safety" emergency section. FERPA also allows disclosure to parents if the student as violated any Federal, State, or local law, or any rule of policy of the institution, governing the use or possession of alcohol or controlled substance, if the institution determines that the student has committed a disciplinary violation regarding the use or possession and the student is under twenty-one at the time of the disclosure.

i. **State and local authorities; within a juvenile justice system; pursuant to specific State law**.

j. **To comply with the Campus Sex Crimes Prevention Act**. To conform with the requirements of the Campus Sex Crimes Prevention Act, the regulations permit campus officials to release information they received from a state community notification program about a student registered as a sex offender in the State. This is a new exception to the consent requirement to allow educational agencies to disclose information concerning registered sex offenders provided under state sex offender programs.

k. **Additional Points on FERPA Regulations and Pertinent Exceptions**: The regulations clarify that the University may disclose educational records to the student's parents without student consent if the student is a dependent for Federal Income Tax purposes.

Definition of Education Records. "Education Records are currently defined as records that are directly related to a "student" and maintained by an "educational agency or institution" or by a party acting for the agency or institution. The term "student" excludes individuals who have not been in attendance at the institution.) The regulations clarify that with respect to former students, the term education records excludes records that are created or received after an individual is no longer a student in attendance and are not directly related to the individuals attendance as a student. An example of a record excluded from the definition would be alumni services.

Directory Information. "Directory information" may be disclosed without the student's written consent. Schools may disclose, without consent, "directory information" such as a student's name, address, telephone number, date and place of birth[2], honors and awards, and dates of attendance. However, schools must tell the student about directory information and allow students a reasonable amount of time to request that the school not disclose directory information about them; in other words, permit the students the opportunity to opt out before making such disclosures. The regulations specifically provide that an institution may not designate as directory information a student's Social Security Number (SSN) or other student ID number. However, the directory information may include a student's user ID or other unique identifier used to by the student to access or communicate in electronic systems, but only if the electronic identifier cannot be used to gain access to education records except

[2] Date of Birth: It is the practice of the University not to release a student's date of birth except as required by law or as a validation of positive identification of a student when furnished by a person making an inquiry.

when used in conjunction with one or more factors that authenticate the student's identity, such as a personal identification number (PIN), password, or other factor known or possessed only by the student.

The regulations allow an agency to continue to honor any valid request to opt out of directory information disclosures while the individual is still a student until rescinded.

Identification and authentication of identity. Requires the use of reasonable methods to identify and authenticate the identity of students, parents, school officials, and any other parties to whom personally identifiable information is disclosed.

Custodian of Records: University personnel responsible for the educational records of students include the Vice President for Academic Affairs, the Vice President for Enrollment Management and Student Affairs, the University Registrar, the Director of Financial Aid, and the Director of Student Accounts.

4. The right to file a complaint with the U.S. Department of Education concerning alleged failures by SCUHS to comply with the requirements of FERPA. The name and address of the Office that administers FERPA is: Family Policy Compliance Office, U.S. Department of Education, 400 Maryland Avenue, SW., Washington, D.C., 20202-5920.

   For a complete description of FERPA regulations, please visit: http://www.ed.gov/policy/gen/guid/fpco/index.html , which is a link to the Family Policy Compliance Office in the Department of Education.

In addition to the above procedures, SCUHS will, at least annually, notify students of its practices with regard to the types of student education records it maintains, the titles of custodians of the records, the policies for reviewing and expunging records, the cost of reproducing copies of records, the cost of reproducing copies of records, and the categories of what the University considers to be directory information. Moreover, the University will keep a log of all parties, other than SCUHS employees, who have requested or obtained access to a student's records. This log will contain the reason why access was requested. The log will not be made available to anyone other than the student and the University employees and it will only be kept for one year from the time the request was made. Any time information concerning the student is transmitted to a third party, the party will be notified that it is illegal under the Family Educational Rights and Privacy Act of 1974 to share the information with anyone else without written permission from the student.

Commitment of the University to Diversity (Equal Opportunity, Non-Discrimination Policy)

(SCU Policy 2.1.3)

In compliance with federal, state, and local government requirements, SCUHS does not discriminate against any individual on the basis of race, color, creed, religion, sex, and 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 (referred to as "protected status") in the administration of its educational programs, school administered programs, publications, or in its employment practices. The

University is committed to compliance with federal and state laws, regulations and policies governing equal access and equal opportunity. Individuals who believe they have been discriminated against or harassed in violation of this policy should follow the reporting procedures set forth in the University's Discrimination and Harassment Policy.

Program Closure

(SCU Policy 5.1.9.1)

1. 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.
2. 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

(SCU Policy 5.1.9.2)

1. 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, all permanent student records will be transferred to identified institutions to facilitate placement should students desire to complete their education elsewhere.
2. 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 Accrediting Agencies

Students who believe that the University has not properly addressed concerns pursuant to the above policy may contact our accrediting agencies to request a complaint form.

WASC Senior College and University Commission
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

Accreditation Review Commission on Education for the Physician Assistant
Accrediting Commission for Physician Assistant Degree Programs
12000 Findley Road, Ste. 275 Johns Creek, GA 30097
Phone: (770) 476-1224 | Fax: (770) 476-1738

ACADEMIC POLICIES

Academic Policies are excerpted from the *SCUHS Policy Manual*, available in its entirety on MySCU.

Program Leave and Withdrawal from the University

Program Leave

(SCU Policy 5.3.4)

A student may request a temporary leave from their program of study. An official Program Leave from the University, which, when granted, permits the student to maintain matriculated status although not in attendance and to resume study without applying for readmission. Students may request a Program Leave for a period not to exceed one calendar year (12 consecutive months). A Program Leave is normally granted following completion of the appropriate form available from the Registrar's Office. A Program Leave form must include starting and ending dates and the reason for the leave. Please note that there must be a reasonable expectation that the student will return from the Program Leave. Program Leaves will not be approved for students subject to disqualification or dismissal due to academic deficiencies or disciplinary action. Students on leave may not participate in and/or hold leadership positions in a registered University organization or athletic team.

A student who takes an official Program Leave from the University during the first 10 weeks of the trimester will be given a grade of "W" for each course. If the student wishes to take a LOA after the 10th week of the trimester, he/she will be given a grade of "WF" for each course. In either case, students will be dropped from any future courses for which they may have been registered. The official date of the Program Leave is the date the form is received by the Registrar, and this date is used by the Accounting Office to determine the amount of refund due according to University policy. Students receiving financial aid should check with the Financial Aid Office to clarify the effect the Program Leave may have upon eligibility and repayment.

A student granted a Program Leave is a student that is not in attendance but is not considered to have officially withdrawn from the University. If the student is a Title IV recipient, The Higher Education Act requires the University to calculate a Return to Title IV Funds on all federal financial aid students who are no longer attending their classes. Students who do not intend to finish their studies at SCUHS must officially go through the University withdrawal process (see paragraph 5.3.1.2 below).

Re-admission may be granted when the student informs the Registrar's Office in writing at least 30 days prior to their projected re-entry date, pays the appropriate re-entry fee and their file has been reviewed by the Vice President for Academic Affairs. Please note that a personal meeting between the student and the Vice President

for Academic Affairs may be necessary. If a student does not return within one year, the student's dismissal date will be the first date of the Program Leave.

Withdrawal from the University

(SCU Policy 5.3.4)

To officially withdraw from all courses, a student must complete an "Official Withdrawal" form, which is available in the Registrar's Office. A student who officially withdraws from school at any time during first ten weeks of the term will be given the grade of "W." If the student wishes to withdraw after the tenth week of the term he/she will be given a grade of "WF" for each course. The official date of the Withdrawal is the date the form is received by the Registrar and it is used by the Accounting Office to determine the amount of refund due according to University policy.

Unofficial Withdrawals

(SCU Policy 5.3.4.1)

An unofficial withdrawal is defined as a student who fails to attend classes without completing a "Drop" form and/or leaves the University without completing a Withdrawal Form. The student ID card must be returned to the Registrar's Office when a student withdraws from the University. An unofficial withdrawal will result in an automatic "F".

Student Code of Conduct

Academic Integrity Code

(SCU 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 in the sections below.

Plagiarism

(SCU 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.

Other Forms of Academic Dishonesty

(SCU Policy 5.5.3.2)

Cheating

(SCU 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 as described below.

Collusion

(SCU 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

(SCU 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

(SCU 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

(SCU 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 Academic Records

(SCU 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.

Other Ethical Violations

(SCU Policy 5.5.3.2.7)

Students are prohibited from engaging in willful violation of the canons of ethics for the University or applicable professional associations.

Student Code of Ethics

Student Code of Ethics

(SCU Policy 6.5.1)

Introduction

(SCU Policy 6.5.1.1)

SCUHS 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 SCUHS 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 SCUHS, 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 SCUHS 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 SCUHS.

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 SCUHS 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.

The following alphabetized items/actions lack value in the educational process and should serve as a guideline for appropriate decision making:

Academic Dishonesty

(SCU Policy 6.5.1.2)

As outlined in the University's Academic Integrity Code, academic dishonesty includes but is not limited to lying, cheating or plagiarism, embezzling, defrauding or using false pretenses to procure property or services; knowingly purchasing or possessing stolen or embezzled property, money or services; forgery, alteration or misuse of any SCUHS instrument of identification, document or record; or furnishing false information to any SCUHS official. Please refer to the SCUHS Academic Integrity Code in Volume V of the SCUHS Policy Manual for additional information.

Alcohol and Other Drugs

(SCU Policy 6.5.1.3)

Students are expected to adhere to the University's Alcohol and Drug Policy, which can be found in Volume II, Section 2.2.1.1 of this Policy Manual. Failure to comply with the guidelines of this policy will result in disciplinary action.

Complicity

(SCU Policy 6.5.1.4)

A student shall not, through act or omission, assist another student, individual, or group in committing or attempting to commit a violation of this Code of Ethics or any other written University policy. A student who has knowledge of another committing or attempting to commit a violation of the Code of Ethics is required to remove him or herself from the situation, and failure to do so when reasonable under the circumstances may be the basis for a violation of this policy.

Disrespectful Behavior

(SCU Policy 6.5.1.5)

Disrespect shown by any student to an SCUHS official or to any member of the SCUHS community is inappropriate. Discriminatory, derogatory or rude behavior or remarks, in verbal, written or electronic form, will not be tolerated.

Disruptive Behavior

(SCU Policy 6.5.1.6)

Disruptive behavior or obstruction of teaching, research, administration, clinical or other SCUHS activities distracts others from the educational focus necessary at a University. The following list, while not exhaustive, provides examples of typical disruptive behaviors:

1. Lewd, disorderly or indecent;

2. Breaching the peace on campus or aiding, abetting or procuring another person to breach the peace on SCUHS premises or at functions sponsored by, or participated in by the University;

3. Displaying conduct or behavior which disrupts the regular operations of classes, library, laboratories, clinic operations, or the residential or administrative community;

4. Disruption or obstruction of teaching, research or the operation or administration of any University program, including its public services functions on or off campus or online;

5. Disrupting University events or activities;

6. Obstruction of the free flow of pedestrian or vehicular traffic on University premises or at sponsored or supervised functions;

7. Obstructing access to any University building or any portion of the University facilities;

8. Inciting to action or participating in unauthorized activities resulting in destruction or damage of property;

9. Infringement upon the rights of others or actions that prejudice the maintenance of public order;

10. Climbing or scaling the exterior of any University building;

11. Exhibiting nudity, either publicly or during the course of treatment or education, or other inappropriate sexual related conduct.

Disruption of the Judicial Process

(SCU Policy 6.5.1.7)

The following examples of disruptions to the judicial process are subject to disciplinary action: failure to obey the direction or summons of the Student Judicial Board or any SCUHS official attempting to investigate an incident; falsification, distortion or misrepresentation of information before the Student Judicial Board or SCUHS officer; disruption or interference with the orderly conduct of a hearing; attempting to discourage an individual's proper participation in the hearing process; or attempting to influence the impartiality of the Student Judicial Board, judicial officer or appeal officer.

Dress Code

(SCU Policy 6.5.1.8)

The University requires students on campus to practice acceptable personal hygiene, dress, and maintain appropriate attire and appearance befitting students in professional training. All of the following aspects of the dress code shall be observed:

1. Acceptable lecture classroom attire must include shoes, shirts and trousers or shorts for males and shoes, shirt and shorts/pants/skirt or dress for females.

2. Clothing worn in laboratories shall include classroom attire with the exception that no open toe shoes will be allowed. It is recommended, especially in biochemistry, gross anatomy and microbiology labs, that long length laboratory smocks be worn.

3. Students attending laboratory classes in clinic buildings, including the Radiology Department, are required to dress in appropriate clinic attire in accordance with the clinic handbook regulations.

4. Interns are required to wear a clean, short, white coat/jacket over appropriate attire. Long white coats are for clinic faculty only.

5. Any student, at the instructor's discretion, may be asked to leave a classroom and/or laboratory for failure to comply with Numbers 1 through 4 above.

Endangerment

(SCU Policy 6.5.1.9)

Behaviors that threaten or endanger the health and/or safety of oneself or others are contrary to the character of a learning environment. Members of the SCUHS are expected not to engage in such behaviors.

Specific violations of this standard include, but are not limited to:

1. Creating a safety hazard, including but not limited to obstructing fire escape routes such as hallways or stairwells and the propping open of stairwell doors;

2. Setting or causing a fire;

3. Tampering with, misusing or damaging fire or safety equipment, such as alarms, heat sensors, smoke detectors, hoses, and fire extinguishers;

4. Failing to immediately exit any facility or building when a fire alarm has been sounded, or hindering or impairing the orderly evacuation of any University facility or building; or

5. Disobeying a command by any University official or faculty member in connection with a fire, alarm, or other safety or security matter.

In addition, members of the SCUHS community are expected to reasonably care for their own mental and physical wellbeing. If circumstances arise that prohibit a student from appropriately assessing or attending to his or her own welfare, the student is strongly encouraged to seek counseling and support within the appropriate university offices. In such cases, the student is expected to abide by reasonable directives offered by the professional staff. Refusing to adhere to the standards of this section is considered a violation of the Student Code of Ethics.

Gambling

(SCU Policy 6.5.1.10)

Engaging in any non-University sponsored activity where money or other things of value are at stake while on University property is not permitted. Please refer to the University's Gambling Policy in Volume II of the SCUHS Policy Manual for additional information.

Harassment

(SCU Policy 6.5.1.11)

SCUHS maintains a strict policy prohibiting unlawful harassment and discrimination, including sexual harassment. Please refer to Volume II of SCUHS Policy Manual for the University's complete Discrimination and Harassment Policy.

Hate Crimes/Conduct

(SCU Policy 6.5.1.12)

SCUHS takes Hate Crimes very seriously. All members of the University community are entitled to a learning or working environment free of discrimination based on a protected status as set forth in the University's Commitment to Diversity and Non-Discrimination Policy. In addition to applicable criminal statutes, Hate Crimes and "Bias Incidents", whether occurring on or off campus, are considered violations of the Student Code of Conduct. A "Bias Incident" is defined as behavior or actions discriminating against another based on a protected status. Those committing a hate crime must understand that the penalties for hate crimes are very serious under local penal law.

Off-Campus Events

(SCU Policy 6.5.1.13)

Inappropriate conduct that occurs at off-campus events is subject to University conduct review, regardless of whether or not the event was University-sponsored. A student's off-campus behavior that negatively affects the mission or reputation of the University or profession is always subject to conduct review, irrespective of the behavior's ultimate legality or outcome.

Professionalism

(SCU Policy 6.5.1.14)

Students are expected to conduct themselves in a professional manner, both inside and outside of the classroom. Professionalism may be assessed by instructors and SCUHS officials, but may not count towards the course grade. Professionalism includes, but is not limited to, adherence to Academic Integrity Code, engaging in respectful communication with faculty, peers and staff, and being considerate of the needs of others. Students can also expect professional behavior of faculty and staff at SCUHS.

Rape and Sexual Assault

(SCU Policy 6.5.1.15)

SCUHS maintains a strict policy prohibiting unlawful sexual contact, including the serious crimes of rape and sexual assault. Please refer to Volume II of the SCUHS Policy Manual for the University's complete rape and sexual assault policy.

Social Networking

(SCU Policy 6.5.1.16)

SCUHS students must be concerned with any behavior that might reflect badly on themselves, their families, and the University. Such behavior includes any activities conducted online.

Students are not restricted from using any online social network site and/or digital platform. However, users must understand that any content they make public via online social networks ordigital platforms (i.e., cell phones, PDAs, etc.) is expected to follow acceptable social behaviors and also to comply with federal and state government laws and University policies, procedures, rules, and regulations.

Please keep the following guidelines in mind when participating on social networking web sites:

1. Before participating in any online community, students must understand that anything posted online is available to anyone in the world;

2. Students should not post information, photos, or other items online that could reflect negatively on themselves, SCUHS or their profession;

3. Students should not post their home address, local address, phone number(s), birth date, or other personal information, as well as personal whereabouts or plans;

4. SCUHS administrators and staff may monitor these web sites;

5. Potential employers, internship supervisors, graduate program personnel, and scholarship committees now search these sites to screen candidates and applications.

Students must not post information, photos, or other items online that could reflect negatively on themselves, their family, their department or program or SCUHS. The malicious use of online social networks, including derogatory language about any member of the SCUHS community; demeaning statements about or threats to any third party; incriminating photos or statements depicting hazing, sexual harassment, vandalism, stalking, underage drinking, illegal drug use, or any other inappropriate behavior, will be subject to disciplinary action.

Sanctions for failure to agree and adhere to this policy will result in actions ranging from reprimand or suspension to expulsion from the University, as well as loss of financial aid, if applicable.

Violations of University policy or evidence of such violations in the content of social networks or digital platforms are subject to investigation and sanction. They are also subject to investigation by law enforcement agencies.

Theft or Destruction of Property

(SCU Policy 6.5.1.17)

Attempted or actual theft of and/or damage to property of the University, or property of a member of the SCUHS community, is prohibited and subject to assessment and reimbursement of replacement and installation costs of equipment if necessary, according to the SCUHS judicial process.

Theft or Misuse of University Computing Resources

(SCU Policy 6.5.1.18)

Information technology theft includes but is not limited to unauthorized entry into a file to read or change the contents, or for any other purpose; unauthorized transfer of a file; use of another person's computing identification and/or password; electronic impersonation of another person; use of computing facilities to interfere with the work of another student, faculty or staff member; use of computing facilities to send obscene or abusive messages; use of computing facilities to interfere with normal operations of the university computing system; or any other violation of the technology policy. All forms of information technology theft are prohibited. Students are also expected to adhere to the full University Information Technology Policy, which can be found in Volume II, Section 2.4 of the *SCUHS Policy Manual*.

Unauthorized and/or Inappropriate Use of Property

(SCU Policy 6.5.1.19)

Attempted or actual use of property of the University, property of a member of the SCUHS community or other personal or public property without proper authorization, or in a manner for which the property was not intended, is prohibited.

Verbal abuse

(SCU Policy 6.5.1.20)

Verbal abuse includes verbal as well as written abuse and is not limited to threats, intimidation, harassment, coercion, crimes of hate, and/or other conduct (whether perceived or actual) that threatens or endangers the health or safety of any person. Verbal abuse runs contrary to the professional ideals of the SCUHS community, and will not be tolerated.

Violation of Law

(SCU Policy 6.5.1.21)

Violation of federal, state or local laws, or conduct which otherwise adversely affect the SCUHS community or the pursuit of its objectives, whether on or off SCUHS premises, is strictly prohibited.

Notification of Criminal Arrest

(SCU Policy 6.5.1.21.1)

1. A student is responsible for notifying the Office of Student Affairs of any off-campus arrest.

2. When the Office of Student Affairs is informed of the arrest of a student, the University will require that the student make an appointment for an interview with the Vice President for Enrollment Management and Student Affairs (or designee). During this interview, the facts involved in the student's arrest, the student's obligation to keep the University informed of the progress of the criminal charge(s), and the student's obligation to advise the University of the final disposition of the criminal charge(s) will be discussed with the student.

3. As outlined in the University's Student Code of Ethics Policy, Student Judicial proceedings are independent of criminal court processes and may be carried out prior to, simultaneous with, or following off-campus criminal proceeding. The alleged commission of a felony as named in local, state or federal law is a serious violation of the Student Code of Ethics and may necessitate an interim suspension from the University while the University considers the complaint.

Violation of SCUHS Policies

(SCU Policy 6.5.1.22)

Violation of any other SCUHS policy or procedure not articulated in the student code of ethics may be considered a violation.

Violence and Weapons

(SCU Policy 6.5.1.23)

The University is committed to providing an educational environment that is free from acts of violence or threats of violence. In keeping with this commitment, the University has established a policy that provides "zero tolerance" for actual or threatened violence against students, employees, patients, visitors, or any other persons who are either on our premises or have contact with students in the course of their education. Security and safety of the University is every student's responsibility. It is therefore essential that every student understand the importance of safety and security.

Compliance with this anti-violence policy is mandatory and a condition of attendance at SCUHS, which will be evaluated, together with other aspects of a student's academic experience. Due to the importance of this policy, students who violate any of its terms, who engage in or contribute to violent behavior, or who threaten others with violence will be subject to disciplinary action, up to and including immediate expulsion. The University will support criminal prosecution of those who threaten or commit violence against its students, employees, patients, and visitors within its facilities, programs and activities.

The following list of behaviors, while not exhaustive, provides examples of conduct that is prohibited.

1. Aggressive or hostile behavior that creates reasonable fear of injury to another person or subjects another individual to emotional distress;

2. Jokes or offensive comments, including comments regarding, or references to, violent events and/or behaviors;

3. Physical abuse or attack, waving fists, pushing, stalking, bullying, hazing, unjust exercise of power of authority;

4. Vandalism, arson or sabotage;

5. Throwing things, destroying property in a manner that could injure others;

6. The use or carrying of weapons of any kind (regardless of whether or not licensed to carry a concealed weapon) onto the University property or onto external property utilized for University-sponsored activities. For the purposes of this policy, the following items are considered to be weapons:

a. Any weapon that, per applicable law, is illegal to possess;

b. Any firearm, loaded or unloaded, assembled or disassembled, including pellet, "BB" and stun guns;

c. Knives (and other similar instruments) with a blade length more than three inches, other than those present in the workplace for specific purpose of facilities or classroom use, food preparation and service;

d. Any switchblade knife;

e. Brass knuckles, metal knuckles and similar weapons;

f. Bows, cross-bows and arrows;

g. Explosives and explosive devices, including fireworks and incendiary devices;

h. Any object that has been modified to serve as, or has been employed as, a dangerous weapon.

In order to promote compliance with this policy and maximize our efforts to provide a safe and secure educational environment that is free from violence, the University has established security measures and practices. It will also provide programs to train and retrain University employees as appropriate. This will assist employees and the University to make the SCUHS more secure, and to remedy any problems and security hazards that are identified before they lead to injuries. The University violence-free policy will be distributed to students during orientation and registration for classes.

Every verbal or physical threat of violence must be treated seriously and reported immediately to the Vice President for Enrollment Management and Student Affairs, the Executive Director of Student Affairs, or Campus Safety. The University will promptly and thoroughly investigate all reports of threats or actual violence by consulting with the appropriate resources and witnesses.

In situations where a student becomes aware of imminent acts of violence, a threat of imminent violence or actual violence, emergency assistance must be sought immediately. In such situations, students should immediately contact the Campus Safety office at extension 333 and, if appropriate, contact law enforcement authorities by dialing 911.

All students, employees, patients and visitors should be treated with courtesy and respect at all times. The University encourages students to bring their disputes and differences with others to the attention of the Vice President for Enrollment Management and Student Affairs or the Executive Director of Student Affairs before a situation escalates into potential violence.

Full cooperation by all students is necessary and mandatory for the University to accomplish its goal of maximizing the security and safety of its students. Students should direct any questions they have regarding their obligations under this policy to the Vice President for Enrollment Management and Student Affairs or Executive Director of Student Affairs. Students can report violations of the policy and raise any questions regarding their obligations under this policy without fear of reprisal.

Grading Policy

Grading System

(SCU Policy 5.5.6.1)

At the end of the academic period, each student shall receive a course letter grade that may be based upon written, oral and practical examinations, fulfillment of reading assignments, attendance and/or conduct. Consideration of attendance and conduct shall not constitute more than 10 percent of the final grade. The official Southern California University of Health Sciences grading system uses whole letter grades without pluses or minuses. Passing grades in graduate programs include A, B, C and P; undergraduate programs also include the D grade as passing. A grade of F shall be given when a student has failed a course or has not satisfied all of the course requirements. A grade of Incomplete (“I”) shall indicate that the student’s work is incomplete and that completion is pending with approval of the Dean, Chair, and/or Instructor as appropriate. In trimester-model

programs, incomplete grades automatically become F grades when the work is not satisfactorily completed within 2 academic calendar weeks of the end of the term (typically Friday of week 2 of the next academic term). Programs on other academic calendars may have other published timelines. The following grades and transcript designations indicate the quality of work:

The following grades and transcript designations indicate the quality of work:

A - Superior
B - Good
C - Average
D - Minimal Passing (D passing grade not offered in Graduate Programs)
F - Failure
FF - Double Fail- this transcript designation is no longer used. It was previously used to indicate failure of a challenge exam after narrow failure of the course.
I - Incomplete
W - Withdrawal without credit
WF - Withdrawal Fail
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

(SCU 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

(SCU Policy 5.5.6.3)

Grade points determine the student's general average and are a measure of the quality of work done, as 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 (undergraduate)
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 (>70% in all graduate programs, >60% in all undergraduate programs)

A student whose term and/or 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.)

Academic Awards and Honors

(SCU Policy 5.6)

The Registrar shall review the academic records of all candidates for graduation and submit a report to the Vice President for Academic Affairs, which will include the grade point average standings for members of the graduating class and identifies those graduating Summa Cum Laude (3.7 and above), Magna Cum Laude (3.5 – 3.69) and Cum Laude (3.3 – 3.49). Graduating students with a final grade point average of 3.0 or higher shall be eligible for the Dean's List. Doctor of Chiropractic students whose cumulative grade point average for each term is at least 3.0 shall be selected for admission to the Delta Sigma Honorary Society.

Notification and special recognition by the Vice President for Academic Affairs will also be given to the students graduating with the highest cumulative grade point average (cGPA) above a 3.8 toward each academic degree. These students will be named Valedictorian and will be permitted to deliver a brief preapproved address during the graduation ceremony. In addition, recognition will also be awarded to the students graduating from each academic degree program with the second highest cGPA above 3.8. These students will be named Salutatorian and will be recognized from the platform during the graduation ceremony.

Attendance Policy

(SCU 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

(SCU Policy 5.5.3.3)

This option for resolving cases of Academic Integrity Code 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

(SCU 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

(SCU Policy 5.5.5.2.1)

Concurrent

(SCU 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.

Sequential

(SCU 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

(SCU Policy 5.5.5.3.2)

Any student whose term grade point average (GPA) falls below 2.0 will be placed upon academic probation. Any student who fails the same course twice will also be placed on academic probation. The academic progress of

students placed on academic probation will be reviewed and monitored by the Academic Review and Support Committee. Students who are on academic probation in one college at the University are limited in the number of units of courses that they may take in another, non-probationary college at the University.

A student who is on academic probation for the first time in one college may enroll in limited units of courses in the non-probationary college according to the student's cumulative GPA, as follows:

<1.75: 0 units

1.75 – 1.90: up to 4 units

1.91 – 1.99: up to 8 units

A student who is on academic probation for two or more trimesters in one college is prohibited from enrolling in any non-probationary college courses.

A student who is on academic probation for the first time in both colleges may only enroll in courses in one college.

All students on academic probation will be placed on "Midterm Monitor". Midterm Monitor is established when the grades in individual courses are monitored by the Chair of the ARSC at the midterm of the trimester. Any student who is receiving a "D" grade or lower (as defined in the individual course syllabus) at midterm monitor may be administratively withdrawn from the course and have to repeat it in its entirety. With appropriate notification to the student, the University reserves the right to place any student in any course on midterm monitor.

Academic suspension is defined as not being allowed to enroll for classes for a specified period of time, based on academic reasons. After serving the specified term(s) of suspension, the student may return to active enrolled status. In addition to time away from enrollment in classes, specific stipulations may be placed on returning to active status. Any conditions or stipulations relating to eligibility to return to active status will be enumerated in writing at the time of the suspension.

Academic dismissal is expulsion from the University for academic reasons. Students who have been dismissed for academic reasons may not return to the college except through the application process for admission, and if accepted for matriculation, must begin their education from the beginning of the program.

Academic Counseling, Mentoring and Tutoring Assistance: These are specific activities that are provided by the University as adjuncts to student's academic performance enhancement. Students may, at the discretion of the Academic Review and Support Committee, the College Dean, the Vice President for Academic Affairs or the Vice President for Enrollment Management and Student Affairs, be required to participate in counseling, mentoring or tutoring. These activities will be available to students, including those who are experiencing, or are at significant risk for experiencing difficulties in maintaining the scholastic standards of the University. The Academic Review and Support Committee, College Dean, Vice President for Academic Affairs or Vice President for Enrollment Management and Student Affairs may choose, at their discretion, to intervene prior to the presence of academic jeopardy if significant indicators suggest that academic jeopardy is imminent.

A student whose term GPA has been below 2.0 for three trimesters will be recommended for dismissal from the University.

Academic Probation Actions

(SCU Policy 5.5.5.3.2.1)

A student with a GPA of less than 2.00 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 as well as eligibility for CCO participation may be affected when a student is on academic probation. The Academic Review and Support Committee may take the following actions following review for students on academic probation:

1. A student whose term grade point average falls below 2.00 for the first or second time may be faced with the following actions:

a. The student may be placed on "Midterm Monitor";

b. A student may be required to take an abbreviated schedule the next trimester. This may include the withdrawal from at least one major course (defined as having four or more units);

c. A student may 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");

d. A student may be placed on academic suspension. The student, upon their return to the curriculum, will not be allowed to progress in the program until they have achieved a GPA of 2.00 or greater;

e. A student may be required to participate in the universities mentoring program a minimum of one term after being placed on academic probation;

f. A student may be required to participate in academic counseling.

2. A student whose term grade point average falls below 2.00 for the third time will be faced with the following actions:

a. 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 their previous dismissal, understanding that re-admission would be contingent upon review and recommendation to the Office of Admissions and Enrollment Management Services by the Enrollment Management Team.

A student will not be permitted to enter or remain in the Internship when their term or cumulative GPA falls below 2.00.

A student wishing to appeal the dismissal may request redress through the Student Grievance Procedure.

Academic Grievances

(SCU 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 Volume VI, Section 6.7.

Grade Review Grievances

(SCU 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 in Section 5.5.5.3 above.

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

(SCU 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 probations 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 Grievances

(SCU Policy 6.7)

In pursuit of it 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 SCUHS 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 SCUHS employee on matters that are unrelated to the employee's job or role at the University;

3. Claims where another SCUHS policy or procedure could have been used for the matter being grieved (i.e., academic grievances, FERPA appeals, etc.). Academic grievances are managed by the Student Academic Grievance procedure outlined in Volume V of this Policy Manual.

The procedures set forth below may be used by grievants who are enrolled as SCUHS 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 Executive 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).

Informal Discussion

(SCU Policy 6.7.1)

The first step is to determine whether or not the grievance includes the application of Title IX of the Education Amendments Act of 1972. If so, the grievance process for Title IX cases shall be handled by the Title IX policy located in Appendix 2.1.6.

For other grievances, 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.

Formal Resolution

(SCU 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.

Composition of the Student Appeals Board

(SCU 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.

Conflict of Interest

(SCU 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.

Maintenance of Records and Logistical Support

(SCU 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.

Formal Filing of the Grievance

(SCU 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 Executive Director of Student Affairs.

The grievance must:

1. Be in writing;

2. 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;

3. Name the respondent parties (the person(s) against whom the grievance is filed);

4. State how the respondents are responsible for the action or decision;

5. State the requested remedy; and

6. 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 Executive 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.

Procedures for Student Appeals Board Hearings

(SCU Policy 6.7.2.5)

1. 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 appealer 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.

2. 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).

3. 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.

4. 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.

5. 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.

6. 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 appeasable action was committed and if so will recommend remedies.

7. 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 Executive Director of Student Affairs, and return the grievance file to the Executive Director of Student Affairs.

Final Appeal

(SCU 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 Vice President for Enrollment Management and Student Affairs. If the respondent is the Vice President for Enrollment Management and Student Affairs, the President will appoint another University administrator to issue a decision.

The 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 Vice President for Enrollment Management and Student Affairs' decision may include one of the following options:

1. 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

2. 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 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 Vice President for Enrollment Management and Student Affairs shall be considered final.

Accommodations for Individuals with Disabilities

Disability (ADA) Policies

(SCU Policy 2.1.5)

SCUHS 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

(SCU Policy 2.1.5.1)

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

(SCU Policy 2.1.5.2)

SCUHS 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 *SCUHS Policy Manual*.

Students with Disabilities

(SCU Policy 2.1.5.3)

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

(SCU Policy 2.1.5.4)

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.

Services for Students with Disabilities

(SCU 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, the code of ethics set forth by the Association of Higher Education and Disabilities, and Title III of the Americans with Disabilities Act of 1990 (as amended in 2008). Student accommodations are managed by the Student Affairs Office. This Office will:

1. Serve as an advocate for students with disabilities to ensure equal access;

2. Provide disability representation on relevant campus committees;

3. Provide referral information to students with disabilities regarding campus and community resources;

4. Provide consultation with faculty regarding academic accommodation and compliance with legal responsibilities as well as instructional, programmatic, physical and curriculum modifications;

5. Provide individual disability awareness training for campus constituencies;

6. Maintain records that document the plan for provision of selected accommodations;

7. Determine appropriate academic adjustments consistent with student documentation.

For additional information on the University's commitment to all disabled members of its community, please refer to Volume II of the SCUHS Policy Manual. For the academic accommodations afforded to qualified students, please refer to Volume V, Section 5.4.1 of the *SCUHS Policy Manual*.