Bachelor of Science in Biological Sciences
with a Concentration in Integrative Health

Student Handbook

Bachelor Completion Program

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Dear BSBS Student,

It is with great enthusiasm that we welcome you as a student within the College of Science and Integrative Health (CSIH) at Southern California University of Health Sciences (SCU). We believe that our faculty, the innovative approach, and the focused curriculum are qualities that make our program a leader in higher education.

It is because of the quality, caliber, and experience of the SCU faculty that we can provide the most important product we offer: the learning experience. There is great opportunity as we advance and collaborate in the practice of biological sciences, medicine and integrative health.

The educational and professional competencies that are at the core of our curriculum in addition to the mentorship, teaching, and guidance provided during your tenure as an SCU student will serve you well in future educational endeavors. This is particularly true as you progress and successfully move through this accelerated program.

SCU wishes you great success as you develop your research skills, explore science, and champion integrative health. With hard work and dedication, each of you will achieve your academic goals, invest in your communities, and transform lives through your chosen science and health careers.

If we can be of service to you during your time in this Bachelor of Science in Biological Sciences Program, please feel free to contact any of us in the College of Science and Integrative Health at Southern California University of Health Sciences.

In good health,

[Signature]

Heidi Crocker, DC, EdD
Dean, College of Science and Integrative Health
Southern California University of Health Sciences
Bachelor of Science in Biological Sciences Bachelor’s Completion Program

Student Guidebook: Overview & Purpose

This Student Handbook is designed as a general guide to help familiarize you with the Bachelor of Science Program and to acquaint you with the surrounding area and the services that it provides. It is also our intent to introduce you to a wide variety of issues such as financial matters, University policies, regulations, and procedures for academic and general affairs. Program details are listed in this document. The objective is to introduce you to the various expectations that exist for you as you pursue your professional preparation at SCU. You will need to explore further to get the specifics. Please remember the following:

Each student enrolled at SCU is individually responsible for knowledge of all current University policies and regulations, and general and specific requirements as contained in this handbook, program brochure and other University publications. The information contained in this handbook is subject to change at any time as a result of official actions taken by the University. Every effort will be made to provide sufficient notice to the students. The information contained in this handbook does not constitute a contract between SCU and a student. The University is not responsible for any misrepresentations of its requirements or provisions that might arise as a result of errors in preparing this handbook.

“Where to go for help”

Please note: Not all services are available on the weekends.

Campus Safety/Lost and Found (F-20) dial 333

Emergency: Dial “333” from any phone for assistance; wait to be transferred to a security guard. Yellow painted phone boxes are available on the campus for security assistance.

SCU Bachelor of Science Offices (O-70) (562) 947-8755 x 403
The Seabury-McCoy Library/Learning Center (562) 902-3368

The library has a collection of books, tapes, videos and DVDs that can be accessed or checked-out. The Virtual Anatomy Lab is available in the library during Open Lab hours. There are tutoring services available through the Academic Support Office located inside the library.

Access To The University Student Policy Manual

The Official Policy Manual can be easily accessed by:

1. going on to the University Homepage at: http://www.scuhs.edu/
2. Then opening the link for MY SCU
3. Logging on using your university supplied login and password
4. Next, opening the header for “Department”
5. Next opening the header for “Human Resources”
6. Finally, opening the header for the “Policy Manual.”

Safety Tips and Parking

Even though the campus is located in a safe neighborhood, students can further reduce the likelihood of a criminal occurrence by exhibiting prudent behavior, especially in certain situations. When moving across campus at night, for example, students may request an escort from the Campus Safety Officers. Students should report any criminal event or suspicious behavior immediately.

Campus Safety can be reached during university business hours by dialing 333 from any campus phone. There are several phones marked “Security” placed at various points on the campus external to the buildings. Just lift the receiver of the security phone and the phone will ring an officer on duty. Make a point of knowing where these are located if you are on the campus late at night or early in the morning, especially if you are alone (of course, it is far better to be in the company of others). 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.
While you should have very high expectations of those around you, it would be wise for you to mark your personal belongings. Campus Safety exists to promote the safety and well-being of all members and guests of the campus. Safety programs will be sponsored by this office periodically. Please feel free to make suggestions by calling them at extension 333. As a matter of safety, no weapons are permitted on campus. This includes ammunition, firecrackers or fireworks of any kind, as well as any other object intended for bodily harm.

Parking
The University Parking Regulations have been established to protect all members of the University community and our nearby neighbors. The manner in which students come to, and go from, the campus communicates the degree to which they have sensitivity to the neighbors in the surrounding community. Parking permits are available in One Stop (Building B).

Parking permits are needed on weekends and evenings; therefore, students must display a valid permit and observe all applicable parking regulations. Violators are subject to a citation.

TO PROTECT YOUR VEHICLE AND CONTENTS PLEASE LOCK YOUR CAR

Pedestrians have the right of way over vehicles. The driver of a vehicle must use due care and consideration for the safety of others.

The speed limit is 10 mph on campus roads and parking areas unless otherwise posted.
No student or employee of the University shall park on any of the streets surrounding the campus. All parking for the University will be in the designated areas listed in the University Parking Regulations. Failure to comply with this policy could result in suspension or dismissal from the program. If you have any questions concerning driving or parking on campus, please contact the Campus Safety Department in room F-20 or call (562) 947-8755 extension 333.
Program Overview/Curriculum Map

128 units (total): 56 units (at entry) + 72 units (SCU BSBS Curriculum-including electives).

(1) 56 units: 2 years undergraduate, Associate’s Degree, or equivalent.

<table>
<thead>
<tr>
<th>Course Code</th>
<th>Course Title</th>
<th>(Units)</th>
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<tbody>
<tr>
<td>BIO310</td>
<td>Biology I</td>
<td>(4)</td>
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<td>BIO315</td>
<td>Biology II</td>
<td>(4)</td>
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<tr>
<td>CHEM310</td>
<td>General Chemistry I</td>
<td>(4)</td>
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<td>CHEM315</td>
<td>General Chemistry II</td>
<td>(4)</td>
</tr>
<tr>
<td>PHYS310</td>
<td>Physics I</td>
<td>(4)</td>
</tr>
<tr>
<td>PHYS315</td>
<td>Physics II</td>
<td>(4)</td>
</tr>
<tr>
<td>CHEM410</td>
<td>Organic Chemistry I</td>
<td>(4)</td>
</tr>
<tr>
<td>CHEM415</td>
<td>Organic Chemistry II</td>
<td>(4)</td>
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<tr>
<td>BIO320</td>
<td>Anatomy and Physiology I</td>
<td>(4)</td>
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<tr>
<td>BIO325</td>
<td>Anatomy and Physiology II</td>
<td>(4)</td>
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<tr>
<td>BIO330</td>
<td>Microbiology</td>
<td>(4)</td>
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<td>BIO420</td>
<td>Biochemistry</td>
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<td>BIO430</td>
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<td>BIO440</td>
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<tr>
<td>BIO480</td>
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(18) Courses (72 Units)
Integrative Health Electives (Options)

The following courses have been approved to serve as “electives” for the BS within the respective programs by their program director and/or academic dean. A perquisite for any of these courses includes:

1. Satisfactory academic progress within the BS program
2. Approval from the Program Director and/or academic dean.

Courses must satisfy the seat time expectations for a four unit course and or complete additional assignments to satisfy this requirement (as warranted).

For IH460, Integrative Health Elective, students may select from the following courses:

<table>
<thead>
<tr>
<th>Program</th>
<th>Course Title</th>
<th>Course Code</th>
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<tbody>
<tr>
<td>Basic Science/Chiropractic</td>
<td>Spinal Anatomy</td>
<td>SP0101</td>
</tr>
<tr>
<td>Basic Science/Chiropractic</td>
<td>Spinal Biomechanics</td>
<td>SB0101</td>
</tr>
<tr>
<td>Chiropractic</td>
<td>Medical Terminology</td>
<td>CBS0107</td>
</tr>
<tr>
<td>Chiropractic</td>
<td>History of Healthcare</td>
<td>CBS0106</td>
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<tr>
<td>Chiropractic</td>
<td>Intro to Ethics and Professional Behavior</td>
<td>CBS0108</td>
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<tr>
<td>Chiropractic</td>
<td>Ethics in CAM</td>
<td>PP0712</td>
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<tr>
<td>Chiropractic</td>
<td>The Evolution of Health Care</td>
<td>PP0204</td>
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<td>Chiropractic/AOM</td>
<td>Public Health I</td>
<td>CPM0408</td>
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<td>Chiropractic/AOM</td>
<td>Public Health II</td>
<td>CPM0704</td>
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<tr>
<td>AOM</td>
<td>Acupuncture Meridians and Points I</td>
<td>AAC102</td>
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<td>AOM</td>
<td>Materia Medica I</td>
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<td>Ayurveda Medicine</td>
<td>Ayurvedic Basic Principles I</td>
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<td>Ayurveda Medicine</td>
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<td>AY 1700</td>
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<td>Ayurvedic Nutrition</td>
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<td>Massage Therapy</td>
<td>Wellness and Health</td>
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<td>Selectives</td>
<td>Medical Spanish</td>
<td>SEL0938</td>
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<td>Selectives</td>
<td>Doctor Heal Thyself</td>
<td>SEL0927</td>
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<td>Selectives</td>
<td>Nutrition and Disease</td>
<td>SEL0830</td>
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<tr>
<td>Selectives</td>
<td>Practice Management for Introverts</td>
<td>SEL0940</td>
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<tr>
<td>Selectives</td>
<td>Functional Movement Screening</td>
<td>SEL0XXX</td>
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<tr>
<td>Selectives</td>
<td>Posture Analysis and Corrective Exercises</td>
<td>SEL0XXX</td>
</tr>
<tr>
<td>Selectives</td>
<td>Wellness and Patient Education</td>
<td>SEL0XXX</td>
</tr>
<tr>
<td>Selectives</td>
<td>Sports Massage</td>
<td>SEL0XXX</td>
</tr>
<tr>
<td>Selectives</td>
<td>Swedish Massage</td>
<td>SEL0XXX</td>
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The Student Portfolio Project

Portfolio projects are used to aid in the step-wise development of research writing and preparation. Students will prepare six separate writing projects following a professional writing standard (APA) focused on topics related to integrative health, integrative medicine, or interprofessional practice.

Portfolio Project (1)  Application Essay  Trimester: 0

The student will write as part of their application to the program, a 2-3 page essay on their interest in or understanding of integrative health and the future opportunities and need for interprofessional practice.

Portfolio Project (2)  Course: Biology I  Trimester: 1

Students will research, prepare and write a 5-7 page APA style term paper on some aspect of biological science or chemistry in relation to: acupuncture/oriental medicine, chiropractic, Ayurveda, naturopathy or related; with considerations on factors associated with etiology, diagnosis and treatment.

Portfolio Project (3)  Course: Chemistry I  Trimester: 2

Students will research, prepare and write a 5-7 page APA style term paper on some aspect of biology or chemistry in relation to: integrative healthcare and interprofessional practice.

Portfolio Project (4)  Course: Integrative Health  Trimester: 5

Students will research and prepare a 7-10 page APA style term paper on the history, current state and future direction of integrative medicine, integrative healthcare and interprofessional practice.

Portfolio Project (5)  Course: Field Practicum  Trimester: 6

Students will research, prepare a 7-10 page APA style term paper on their field practicum experience as it relates to integrative medicine, integrative healthcare and interprofessional practice.

Portfolio Project (6)  Course: Capstone/UG Thesis  Trimester: 6

Guided by a faculty member, this 20-25 page thesis, focused on integrative health, will explore advances, challenges and opportunities and highlight new directions and novel approaches to training, education, diagnosis and treatment considerations.
Course Descriptions

Course Code: BIO310 Course Title: Biology I (4 units)

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

Course Code: BIO315 Course Title: Biology II (4 units)

Course Description: Prerequisite: Biology 1 or equivalent. Biology 2 course continues with a comprehensive examination of the human organism. It focuses on histology, anatomy, and physiology of the major organ systems found in the human body. Nutrition and evolution are also discussed. Students gain an understanding of the structure and function of the human body on a variety of complex levels.

Course Code: CHEM310 Course Title: General Chemistry I (4 units)

Course Description: Within this course, students become conversant with the scientific vernacular, chemical symbols and notation. Students will manipulate mathematical equations in order to appreciate the quantitative nature of atomic interactions. States of matter will be categorized. The Periodic Table of the Elements will be studied to illustrate chemical periodicity and bonding. The gas laws will be introduced in order to understand statistical handling of large populations of atoms and molecules. The laws of thermodynamics will be introduced, including the concepts of enthalpy and entropy. Students will research, prepare and write an APA style term paper on some aspect of biological science or chemistry (Student Portfolio Project 3).
Course Code: CHEM3 Course Title: General Chemistry II (4 units)

Course Description: Prerequisite: General Chemistry 1 or equivalent. The General Chemistry 2 course further develops the concepts of chemical bonding in order to appreciate the size, shape, polarity and macroscopic behavior of molecules. The processes of oxidation-reduction will be explained, particularly as they apply to biological systems. Solution chemistry will be introduced, stressing the concepts of equilibriums and colligative properties. Acid/base chemistry, including titrimetry, buffers, and pH will be studied. Nuclear chemistry in the evolution of matter will be considered. Organic chemistry will be introduced as a corollary to concepts presented in the college chemistry course.

Course Code: PHYS3 Course Title: Physics I (4 units)

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

Course Code: PHYS3 Course Title: Physics II (4 units)

Course Description: Prerequisite: Physics 1 or equivalent. This course will review and include the following topics: Sound, wave interference, geometrical optics, heat, temperature, gas laws, thermodynamics, electricity, magnetism, relativity, quantum mechanics, and nuclear physics. A non-calculus approach will be used with only as much algebra and trigonometry as is required to give a precise treatment of physical problems. Problem solving will be emphasized.
Course Code: CHEM410 Course Title: Organic Chemistry I (4 units)

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

Course Code: CHEM415 Course Title: Organic Chemistry II (4 units)

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

Course Code: BIO320 Course Title: Anatomy and Physiology I (4 units)

Course Description: Prerequisite Biology I or equivalent. This course will provide a solid overview of the structure and function of the human body and mechanisms for maintaining homeostasis. Topics include the study of cells, tissues, and the integumentary, skeletal, muscular and nervous systems. Emphasis is placed on the integration of systems as they relate to normal health. Laboratory exercises provide first-hand experience with the structures and processes discussed in lecture.
Course Code: BIO320 Course Title: Anatomy and Physiology II (4 units)

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

Course Code: BIO420 Course Title: Biochemistry (4 units)

Course Description: Prerequisite Biology I or equivalent, General Chemistry 1 or equivalent, and Organic Chemistry 1 or equivalent. Biochemistry examines the structure and function of the following biological macromolecules in the context of cellular integrity, dynamics and metabolism: carbohydrates, lipids, proteins and nucleic acids. The weekend biochemistry topics include enzymology, bioenergetics, catabolism, anabolism, regulation of gene expression, biotechnology, and hormone regulation of mammalian metabolism and the pre-biotic evolution of life on earth. This course is designed to enhance, deepen, and further integrate knowledge of the subject by developing different problem-solving skills and conceptual organization.

Course Code: BIO330 Course Title: Microbiology (4 units)

Course Description: The course is designed to convey general concepts, methods, and applications of microbiology for health sciences. The role of microorganisms in the environment and in human disease is discussed. Topics include: immunology, bacteriology, virology, and mycology; the morphology, biochemistry, and physiology of microorganisms including bacteria, viruses, and fungi; the diseases caused by these microorganisms and their treatments. Laboratory portion of the course provides first hand experiences that inform, illustrate, expand, and reinforce major concepts discussed in lecture.
Course Code: BIO430  Course Title: Human Genetics (4 units)
Course Description: This course will address the human nature of genetics, genetic development and health and wellness areas related to how genes interplay within the human organism. Historical concepts in research and genetic developments will be explored. Additionally, concepts related to ethics and genetics, research and application will be explored. Students will learn how genes influence physical traits, physiological considerations, and issues related to health, wellness and related applications.

Course Code: BIO440  Course Title: Biological Psychology (4 units)
Course Description: This course will focus on the central nervous system and how it applies to abnormal behavior. The structure and function of the brain as it relates to thoughts, action, and behavior patterns will be explored. Topics include psychosocial diseases, learning, memory, language, sleep cycles, human sexuality, and addiction. Students will recognize the way biology, anatomy, and physiological factors of the human nervous system apply to psychological problems.

Course Code: IH450  Course Title: Integrative Health: Alternative Medicine and Complimentary Care (4 units)
Course Description: 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 interprofessional practice (Student Portfolio Project 4).
Course Code: IH460 Course Title: Integrative Health Elective (4 units)

Course Description: Prerequisite Integrative Health and approval of instructor. This elective will be chosen from a menu of courses offered through: Chiropractic, Acupuncture and Oriental Medicine, Ayurveda Certificate Program and/or Massage Therapy Certificate Program. Courses may include those relevant to integrative health, public health, and courses that introduce topics of integrative health and interprofessional practice.

Course Code: BIO470 Course Title: Biological Science Field Practicum (4 units)

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

Course Code: BIO480 Course Title: Biological Science Capstone/Thesis (4 units)

Course Description: The student will prepare a review of the literature on a topic related to integrative health, interprofessional 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).

**Format**

The course delivery is an accelerated format. All courses are 5 weeks in length and a typical trimester will include three 4 unit courses. Following the SCU trimester length, courses will be offered Friday evenings 5pm-10pm and Saturdays 10am-6pm. For the first 4 weeks of the course, labs for all classes will take place on Friday evenings and lectures will take place on Saturdays. The fifth week of the class will involve students answering discussion questions and submitting portfolio assignments through the MySCU online portal.

**Course Requirements**

General level courses require no prerequisites. Second level courses require a passing grade of the general course that precedes it.

**Enrollment**

Enrollment into the program requires a completion of the Bachelor of Science in Biological Sciences enrollment application. Students must meet the admissions criteria and be accepted for admission Bachelor of Science in Biological Sciences program.

**How to Add/Drop a Course**

Students can withdraw from any BSBS course by submitting a formal request to the Program Director. An email confirming the schedule change will be sent to the student, acknowledging
the change in their schedule. The Program Director will inform the Registrar that the student has been approved to change their schedule.

**How to Withdraw from SCUHS**

If a student wants to officially withdraw from the school the student would fill out an official withdrawal form which is signed by the Dean of the College of Science and Integrated Health. A letter confirming the official withdrawal request will be sent to the student from the Registrar, acknowledging the withdrawal. To obtain a copy of an Official Withdrawal form you may contact: Registrar@scuhs.edu

**Attendance and Grades**

To obtain credit for a course, a student must have been present at least 90% of the time. Students will not receive credit for classes in which they are reported absent. When absences exceed 10%, the student may be dropped from the class. If justifiable cause can be shown for the absenteeism, the student may be permitted to make up missed assignments and maintain enrollment in the class. In the case of an excused absence, students should contact the instructor to see what arrangements can be made to make-up the missed assignments.

However, if absenteeism exceeds 10%, the course must be repeated regardless of the reason for the absences. If excessive absence is established after week two of the course, the student will be withdrawn from the course or courses, and a grade of “W” will be assigned for the course. If excessive absence is established after week three, the student will be withdrawn from the course or courses, and a grade of “WF” will be assigned for each course. 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. The Deans Office will notify the Registrar’s Office when students are to be Withdrawn from a course. In exceptional circumstances, the Dean shall have the authority to make a recommendation for exception to enforcement of the guidelines for suspension or dismissal.

Students who must be absent may request an excused absence from the Dean. Only those absences which meet the “Make-up Examination” criteria will be deemed acceptable. (i.e., illness, car problems, 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 or forwarded to the faculty. An excused absence is still considered part of the overall attendance policy.

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 Program can miss is 10%. 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 75% of the time. Note that in all BS four-credit, five-week courses, 25% represents a maximum of thirteen (13) absence hours of seat time: maximum of eight (8) hours in lecture and maximum of five (5) hours in laboratory. Students may miss up to 1 lecture and 1 lab, not to exceed 13 hours, but cannot miss more than 1 lecture or 1 lab.

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.

A student may withdrawal from the class any time prior to week three and earn a grade of “W.” Students can continue to the next course as long as any pre-requisites have been met. If a student needs to miss one (1) or two (2) five week classes, he or she may be able to stay in the original cohort. However, that student must complete the missed classes the next time they are offered. If it becomes necessary to miss several five week classes, the student may be included in the next available cohort.

**Make-up Examinations**

The opportunity to sit for a make-up examination is a privilege given to all students with valid excused absences. In the event that the project/evaluation cannot be re-created without extreme hardship to the faculty or the institution, the lead instructor may elect to simply not count the points allotted to that assignment towards the student’s final grade. The faculty and administration realize that certain circumstances may prevent a student from being present on the
The procedure for requesting and conducting a make-up examination is as follows:

1. If a student must miss an exam, they are to notify the college dean and fill out the excused absence request form upon returning to campus following absence, since these offices hold the final authority to validate excused absences in determining eligibility for make-up exams.

2. The college dean will notify the student and faculty of absence approval decision via campus e-mail. If the student’s request is approved, the student must make a payment and show a paid receipt to the Dean’s office prior to the exam being rescheduled.

3. The course instructor, or another individual appointed by the instructor, will schedule and administer the make-up exam within seven (7) days of the return from absence.

4. Students will risk receiving “no credit” for an exam under the following circumstances:
   a. Student missed any exam without a validated excuse;
   b. Student did not request a make-up exam upon returning to campus following absence; or,
   c. Student failed to appear for a make-up exam.

5. Students who missed final exams at the end of the trimester with validated excuses will receive an incomplete grade (“I”).

6. Students with an "I" grade must see the college dean on or before the first class day of the following trimester and fill out the excused absence form. At that time they must pay a make-up exam fee, and if determined to be eligible for a make-up exam, complete the approved make-up exam by the scheduled date.
Class Supplies

Most courses require a lab component with the course. There are fees that may apply for the materials and use of our lab. Each course lab fee will be required before classes begin.

Textbooks

Textbooks are required for each course. Students are required to verify via MySCU which textbook is required for the course. It is essential to order textbooks in time to receive them prior to the first day of class.

Tuition and Fees

Please refer to the SCU website on the most current tuition and fees for this program (http://www.scuhs.edu/financial-aid/tuition-and-fees/). Tuition is due on the first day of class. Students paying their tuition in full have a grace period of until the Thursday following the first weekend of class. Students who sign up for a payment plan must make the first payment the first weekend of class.

Payment options:

The University provides the following methods of tuition payment:

1. Personal checks and cash: The University accepts cash, money order/cashier checks and personal checks made payable to Southern California University of Health Sciences.
2. Credit card: All major credit cards are accepted for tuition payments. Credit card payments may be made in person in One-Stop, over the telephone, or online.

3. Payment plans: Installment plans are available to students who do not receive financial aid. Information about payment plans is available in One-Stop. An annual $50 processing fee is assessed for each plan. Installments not received on the due date are subject to late fees.

4. Financial aid, scholarships, grants and other awards: Financial Aid is primarily received by electronic funds transfer. The University will deduct tuition and fees before reimbursement is made to the student for living expenses.

5. Private student loans are available to both students and parents who need assistance with educational expenses. Private educational loans are credit-based funding provided by outside, nonfederal lenders to pay for the cost of attendance not covered by any other financial aid. Eligibility, terms and conditions are determined by the lender. Private student loans are not subsidized and not guaranteed by the federal government.

Financial Aid

If interested in using federal aid, grants or private educational loans please contact the Financial Aid office by calling (562) 947-8755 ext. 766. The Financial Aid Office is located in One Stop (Building B).

Satisfactory Academic Progress Policy

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

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

The standards of satisfactory academic progress also apply to students receiving agency-sponsored assistance; and participation in all scholarship, grant, loan, and employment programs provided through SCU funds. Please refer to the SCUHS Satisfactory Academic Policy located [http://www.scuhs.edu/financial-aid/satisfactory-academic-progress/](http://www.scuhs.edu/financial-aid/satisfactory-academic-progress/) for the complete policy guidelines.

**Initial Review**

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

1. Qualitative Measurement – Academic Standing/GPA Standard

Students must remain in good academic standing to meet the GPA Standard. Good Academic Standing is defined as maintaining a minimum cumulative GPA of 2.00. GPA’s are reviewed at the end of each trimester.
2. Quantitative Measure - Course Completion

To continue to be eligible for financial assistance, a student must complete a minimum number of credit hours each trimester based on his or her enrollment status. Hours classified as incomplete, failing, audit, unsatisfactory, or withdrawal do not constitute successful course completion and do not count towards fulfillment of the course completion requirement. (Please see course syllabi for passing grade course requirements) Successful completion of repeated courses will be counted toward the earned hours requirements. Grades of passing, satisfactory, or deferred, and units earned for lecture/performance series constitute successful completion. If applicable toward a degree at SCUHS, transfer hours earned during the current term or academic year from another university may be considered toward the course completion requirement but may not be considered in computing the cumulative grade point average. Also, to satisfy the course completion requirement, at the end of each term in which a student is enrolled, the student’s cumulative completed hours divided by cumulative attempted hours must equal at least 67%.

3. Maximum Timeframe - Complete the primary educational objective within a maximum time frame

Students who are receiving financial aid are expected to complete all requirements within a maximum time frame of attempted program hours, and maintain sufficient progress to complete their particular program within a reasonable timeframe. For the Bachelor of Science in Biological Sciences degree it is within three calendar years, beginning with initial matriculation.

Probationary Period and Denial of Financial Aid

Students not meeting the minimum standards for satisfactory academic progress will be notified in writing and will be placed on financial aid warning for the subsequent trimester. Students will
be eligible to receive financial aid during this warning period. The student's progress will be reviewed again at the end of the warning trimester. If the student fails to meet GPA or course completion requirements at the conclusion of his/her warning trimester, the student will be denied financial assistance (including federal student loans) for subsequent enrollment periods.

The Appeal Process:
Students may be given the opportunity to appeal the determination that they are not meeting the satisfactory academic progress standards and the financial aid suspension. Appeals for regaining eligibility are based on extenuating circumstances. See the policy listed at this link http://www.scuhs.edu/financial-aid/satisfactory-academic-progress/ for more information.

Refunds
For further details, please refer to the Southern California University of Health Sciences Academic Catalog.

Accommodating Disabilities (including Learning Disabilities)
In keeping with the Americans Disabilities Act of 1990, Southern California University will accommodate a student’s known physical or mental limitations in order to enable him or her to perform the essential functions of the curriculum, to the extent the necessary accommodations are reasonable and do not impose undue hardship to the University. Interested students should request information regarding the services offered by the University. The Learning Resource Specialists are located in the library and can assist with the documentation required to access special services due to disabilities.
**Tutoring Services**

Tutoring services may be available through the Learning Resource Center at no cost; however, any student on Academic Probation will have to pay a $500.00 fee per trimester until he or she is off probation.

**Student Code of Conduct**

The University Code of Ethics calls on students, faculty, staff and administration to encourage compliance and to take reasonable steps to discourage violations. The faculty should endeavor to avoid academic requirements and procedures that place honorable students at a disadvantage.

The faculty and staff should endeavor to minimize inducements to dishonesty.

Any student, staff, administrator, or faculty member of the SCUHS community may report an incident regarding any student misconduct to the Executive Director of Student Affairs Student Judicial Board in the form of a written report. The following information should be included in the written report:

1. Identification of the student(s) or organization;
2. A statement of facts and allegations, including the names of witnesses;
3. Where applicable, a statement of the repair bill or estimate.

The report should be submitted as soon as possible after the incident takes place.

Upon receipt of a report or other information about alleged violation of the student code of ethics to the Director of Student Affairs, an SCUHS official may conduct an inquiry to determine
whether the allegation(s) being reported appears to have merit. The person(s) filing the report, the person(s) alleged to be involved in the violation, and/or the person(s) who may have witnessed pertinent acts or who may have pertinent information about the incident may be summoned to provide information prior to judicial charges being issued. A student who fails to appear when summoned during investigations may be charged with a violation of the Student Code of Ethics. Students interested in finding out more information can go to

https://my.scuhs.edu/ICS/Departments/Human_Resources/SCU_Policy_Manual.jnz

**SCU Principles:**

**Principle 1 – Nondiscrimination** -

The University is committed to equality and nondiscrimination in the pursuit of education, the discharge of employment, and the pursuit of promotions, honors, and awards. It is committed to equality and nondiscrimination regarding race, color, ethnicity, ancestry, national origin, sex, marital status, sexual orientation, religion, age, and disability.

**Principle 2 – Academic Freedom** -

The University is committed to the ethical facilitation of academic freedom and inquiry, scientific investigation, and the public and private discussion of academic, philosophical, scientific, and spiritual ideas. This commitment includes facilitation through provision of a safe and responsible environment, along with governance and policy-making processes that are applicable to the University community.
Principle 3 – Ethical/Professional Conduct –

The University is committed to the highest standards of professional and personal conduct. Its faculty, administration, students, and staff support the University Mission and goals, modeling behavior of quality service, integrity, and problem solving.

Academic Integrity

SCU embraces the definition and the core values of academic integrity as defined by the Center of Academic Integrity: a commitment, even in the face of adversity, to five fundamental values from which flow principles of behavior that enable academic communities to translate ideas into actions. These values are:

Honesty: The quest for truth and knowledge requires intellectual and personal honesty in learning, teaching, research, and service.

Trust: Academic communities must foster a climate of mutual trust, encourage the free exchange of ideas, and enable all to reach their highest potential.

Fairness: All interactions among students, faculty and administrators should be grounded in clear standards, practices, and procedures.

Respect: Learning is acknowledged as a participatory process, and a wide range of opinions and ideas are respected.

Responsibility: Academic communities uphold personal accountability and related responsibility.
Specific Behavioral Guidelines for Students

- Students are expected to treat all individuals with respect, equality and nondiscrimination in order to build trust with the public at large. Under no circumstances will discriminatory or derogatory behavior or remarks, verbal or written, which disparage an individual, or group on the basis of religious preference, skin color, race, ethnicity, national origin, sexual orientation or gender, be tolerated
- Students are expected to assert their rights, but must do so with a respectful attitude toward other students, faculty, administration, staff and the public.
- Students should treat members of the opposite gender with the highest degree of respect.
- Every member of the campus community is obligated to report any instance of sexual harassment to a University official
- Students must be mature and responsible team members. Students found to be engaged in rumors and breaches of privacy are subject to disciplinary action.
- Theft of or non-accidental damage to property of another student, member of the campus community or the university is prohibited. Borrowing without permission can be considered theft.
- The willful destruction of property belonging to another member of the campus community on or off campus is considered vandalism and is subject to disciplinary action.

1. Student Dress Code –

The University requires students, while on campus, to practice acceptable personal hygiene, dress, and maintain appropriate attire and appearance befitting students in professional training.

2. General Student Conduct –

Students shall at all times maintain themselves in a manner befitting professionals.
Best Practices for Succeeding in the Bachelor of Science Program

Learn Through Practice
Students are best able to retain knowledge and enhance skills through repeated opportunities to practice what has been learned. This will be especially relevant in the lab portions of the classes.

Learn Through Dialogues
Learning is increased in an informal atmosphere where students are able to share thoughts and experiences through class discussions. Be prepared to come to class with an understanding of the material that will be discussed that day in order to get the most out of the class sessions.

Learn by Layering
Information from lectures is layered so that basic information comes first, followed by exercises and experiences in the laboratory portions. This allows information to be used in practice and really learned when applying the information in a real-world scenario. This way the information is actually understood, rather than just memorized and regurgitated.

Learn How to Learn
A key skill necessary when completing a degree is identifying how to improve one’s actual ability to learn. This means recognizing what kind of learning style is most effective and what is needed to succeed in the courses. People tend to fall into 3 different types of learning styles: visual, auditory, or kinesthetic. Not everyone learns the same way, so it is essential to figure out the most effective way to retain and apply information.
Guidelines for Class Discussions

Listen
As people are sharing personal experiences and points of view, listen to one another with respect.

Participate
Becoming engaged in the discussion is important. Participation doesn’t always mean speaking, but it does mean paying attention and being present in the class discussion. It is also important to allow everyone the chance to speak so that no one person is dominating the class discussions.

Turn off Technology
This means that cell phones, laptops, and tablets should be on silent at all times during class sessions. The vibrate function should also be suppressed so that there are no outside noises of distractions. This will allow the class’s full attention to be on what is happening in the classroom.

Ask Questions
Asking questions is a great way to learn and to gauge understanding. There will be no judgment for asking relevant questions needed for clarification.

Get Involved
The key to success in this program is student initiative; a willingness and desire to put forth effort and contribute is essential. To succeed in these sciences courses, students will need to get fully involved in each lesson and every lab. Class activities will require student engagement, which will be part of the grading rubric.
Bachelor of Science Contact Information

For additional clarification, comment or input, please contact the Dean, Chair, Director, or relevant staff program administrator within the College of Science and Integrative Health.

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