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Presidents Message

We appreciate your interest and consider it a privilege to participate in fulfilling your educational goals. As Interim 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 Acupuncture and Oriental Medicine, and the School of Professional Studies. 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 and master’s of acupuncture and oriental medicine programs, our postgraduate residency programs in chiropractic sports medicine 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
A horseless carriage – one of the few – “sped” down mud and brick roads. A pioneer fervor dominated the thinking of progressive civic leaders. Los Angeles, “The City of the Angels”, was a bustling city of 319,000 inhabitants. Movies were still in their infancy…still silent.

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

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

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

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

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

In the late 1970s, the Board of Regents moved the institution in a bold, new direction. Determined to assure the stability of a progressive chiropractic college, it sought professional educational administrators to develop academic planning, facility usage and economic independence. In three years, the Board had succeeded in creating one of the most responsive and responsible institutions in chiropractic education.

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

In this same decade, LACC became the first and only chiropractic program to obtain accreditation from the Western Association of Schools and Colleges (WASC) and was one of the first chiropractic institutions to obtain federal grant money for research.

The end of the twentieth century brought a major change to what had been LACC for the past 89 years. The College of Acupuncture and Oriental Medicine (CAOM) was added and the Southern California University of Health Sciences (SCU).
was created to house both LACC and CAOM. This marked a turning point from an institution offering a single program to a multi-program university with plans of offering additional programs in what society has labeled alternative health sciences.

In 2005, CAOM became the first AOM facility accredited by both WASC and the Accreditation Commission for Acupuncture and Oriental Medicine (ACAOM).

As the new millennium proceeds, and as society continues to expand its embrace of non-medical forms of care, SCU stands as a leader to integrate the training of those who will be the providers of healthcare in the future. Armed with an evidence-based education and led by scholarly faculty, SCU will continue to be this century’s standard bearer of knowledge and training for practitioners of the healing arts.

(A detailed account of the first 90 years of LACC and its personalities can be found in the publication “A History of Los Angeles College of Chiropractic”, available from the Southern California University of Health Sciences’ Office of Institutional Advancement.)
Missions, Vision, Goals and Philosophy

Southern California University of Health Sciences and its Colleges are guided by a Strategic Plan that is consistently being revised to reflect the changing needs of its students, faculty and staff. The Strategic Plan was initially created to ensure the University would adhere to specific requirements coinciding with accreditation agency recommendations and mandates. Over time, constituencies on campus have made it their own, ensuring quality and excellence for Los Angeles College of Chiropractic (LACC), College of Acupuncture and Oriental Medicine (CAOM), and the School of Professional Studies (SPS).

**SCU Vision**
Southern California University of Health Sciences will be recognized as the premier educational institution for integrative healthcare in the United States.

**SCU Mission**
Our mission is to educate students as competent, caring and successful practitioners of integrative healthcare. The University is committed to providing excellence in academics, scholarship, service and leadership through the Los Angeles College of Chiropractic, the College of Acupuncture and Oriental Medicine, and the School of Professional Studies.

**SCU Values**

*Excellence*
We strive to be the best in everything we do.

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

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

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

**Evidence-based / Outcomes Focus**
We value an outcomes based culture of inquiry, assessment, research and scholarship.

**LACC Vision**
To be the world leader of quality chiropractic education, healthcare delivery, and health promotion.

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

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

Uniquely provide diverse educational experiences with measurable learning outcomes;

Contribute to the financial stability of the university;

Actively provide service to the university, community, and profession;

Train the most skilled graduates in the chiropractic manual arts; and

Encourage and produce exemplary research and scholarly activity.

**CAOM Mission**
Provide excellence in acupuncture and oriental medicine education and integrate AOM into the University’s promotion of health and wellness both on and off-campus.

**CAOM Goals**
To educate and train AOM students to assume the role of a primary care provider;
Conduct and support the research of acupuncture and oriental medicine;

Provide the highest quality of acupuncture and oriental medicine patient care;

Provide life-long professional development in acupuncture and oriental medicine;

Enhance mutual understanding and communication among other healthcare providers; and

Assist acupuncture and oriental medicine professionals to achieve their appropriate place within the healthcare system.

**SPS Mission**

To serve the academic integrative healthcare communities for their educational needs on a local, national and international basis by being the premier educators of integrative healthcare.

**SPS Goals**

Support and extend the educational resources available to the SCU academic community – both current members and alumni;

Provide quality programs that provide educational enhancement for the academic and business community; and

Complement and foster collaboration with other integrative healthcare focused organizations.

**SCU Philosophy**

Through its educational programs, SCU hopes to impart tomorrow’s alternative healthcare practitioners with a sense of responsibility and leadership that will carry on for generations to follow. It is our commitment to provide learning opportunities that will:

- Establish knowledge, values and attitudes necessary to be successful practitioners;
- Develop the clinical, interpersonal and psychomotor skills essential to practice;
- Enhance problem solving and critical thinking skills as they apply to the analysis of information leading to a diagnosis;
- Instill a commitment to conscientious care with a sense of compassion and sympathetic understanding;
- Encourage cooperation with other healthcare disciplines in order to provide continuity and comprehensive patient care;
- Develop a commitment to, and capacity for, life-long learning;
- Impart responsibility and sensitivity to the socio-economic, psychosocial and cultural environment of those served;
- Encourage students and faculty to pursue endeavors in education and research; and
- Increase professional knowledge, skills and behaviors necessary to respond to and influence current and future healthcare trends through post-graduate education.
The LACC/CAOM Advantages
Several advantages set Los Angeles College of Chiropractic and the College of Acupuncture and Oriental Medicine apart from other alternative and integrative healthcare institutions. Separately, some of these advantages may be duplicated at other facilities, yet in the aggregate, Southern California University of Health Sciences offers students the finest in chiropractic and acupuncture/oriental medicine education. (Please see the Academic Programs section for additional information.)

The SCU Curricula
In 1990, Los Angeles College of Chiropractic strengthened its academic offerings by implementing a new competency-based, clinically oriented curriculum called the ADVANTAGE Program. With the creation of the College of Acupuncture and Oriental Medicine, the ADVANTAGE Program was expanded in 2001 to include this science as well.

This innovative and highly acclaimed approach to education was – and remains – patient-centered. It provides patient care experiences to students at the beginning of their education and throughout their studies by increasing lab time and hands-on experiences while reducing passive lecture hours.

Both curricula are based on a set of student learning outcomes (SLO) and competencies that practitioners should possess to effectively manage patients. All of these skills and competencies can be tied to specific courses. (Please see the Academic Programs section for additional information.)

The SCU Position
Integrative healthcare incorporates science and art utilizing the inherent recuperative abilities of the body in the restoration and maintenance of health. The science and art of chiropractic and acupuncture/oriental medicine spring from a philosophy that is evidence-based, health-oriented and patient-centered. The practitioner trained at Los Angeles College of Chiropractic and College of Acupuncture and Oriental Medicine shall be a primary healthcare provider, proficient in diagnosis, able to identify and effectively treat disorders responsive to chiropractic and acupuncture/oriental medicine procedures, respectively, and shall be competent to refer to other healthcare providers those conditions not considered appropriate for alternative healthcare. Further, the SCU graduate shall be prepared to function in an expanding and changing world as a private practitioner as well as a member of a team of healthcare providers – serving in a variety of settings.

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

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

“A person’s optimum state of health is equivalent to the state of the set of conditions which fulfill or enable a person to work or fulfill his or her realistic chosen and biological potentials. Some of these conditions are of the highest importance for all people. Others are variable, dependent upon individual abilities and circumstances.”
There are several interrelated principles in this philosophy of health. The first is that health is the natural state of the individual and departure from this state represents a failure of the individual to adapt to the internal and external environment, or the result of an adverse adaptation. The innate tendency of the body is to restore and maintain health, and this is accomplished by compensating homeostatic mechanisms, reparative processes and adaptive responses to genetic and acquired limitations.

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

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

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

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

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

Chiropractic and acupuncture/oriental medicine share a philosophy of healthcare which intends to optimize a patient’s physical, mental and social well being both structurally and functionally. This is accomplished by focusing on the body as a whole. For the most part, integrative healthcare utilizes a wide range of natural and conservative therapies. Care is directed toward the restoration and enhancement of health primarily influencing the all systems of the body.

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

A Curriculum That Meets Integrative Healthcare Licensure Requirements
SCU prepares its students at Los Angeles College of Chiropractic and the College of Acupuncture and Oriental Medicine to meet the professional educational requirements for licensure. A graduate of SCU is eligible to sit for licensure examinations, provided the graduate has met all other mandated requirements of said jurisdiction. (Please see General Requirements for Licensure in the General Information section of this catalog.)
Educational Policy
It is the policy of Southern California University of Health Sciences:

To provide an academic program to prepare the student for entrance into the integrative health care profession with continuing educational opportunities through postgraduate study.

To assist in the development of alternative and integrative health care practitioners of the highest caliber.

To continually emphasize the scientific soundness of natural therapeutic measures and clinical effectiveness of the application of such methods of treatment. Accordingly, the University presents a thorough and broad course of instruction in the prevention and treatment of disease within the accepted scope of practice in various states.

To promote and encourage the development of clinician-scholars and the undertaking of scholarly and research activities. The importance of scholarship is appreciated for the clinical results, the expansion of knowledge and for inculcating the mental investigatory attitude essential to the practitioner. Within the limitation of resources, ongoing research and scholarly projects are encouraged and faculty and students are urged to participate within the confines of the University's educational responsibilities.

To engage in the political process in support of legislation that will improve educational quality, enhance practice opportunities and generally support the well being of the alternative and integrative health care profession and the patients it serves. All political activity will be conducted within the guidelines of regulatory agencies with which the University may be associated.

To extend to the various chiropractic, acupuncture/oriental medicine and other integrative health care professional organizations the greatest possible amount of cooperation on all educational and public relations programs.

To meet and exceed the high educational standards promulgated by the University's accrediting agencies.

To teach and uphold all state and federal laws pertaining to alternative and integrative health care education and practice.

Academic Policies and Ethics
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.

A student may be dismissed for unsatisfactory conduct, scholarship or attendance, 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.

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

A student may be suspended or dismissed from a class or the University following appropriate hearing and appeals procedures. Information concerning these procedures may be obtained from the Student Honor Code/Code of Ethics or the SCU Policy and Regulation Manual.

Academic probity and student conduct are defined in the student handbook. All students are provided with a copy and should be familiar with its contents. All policy manuals are available in the Seabury Learning Resource Center.
Requirements for the Doctor of Chiropractic Degree
The doctor of chiropractic degree may be conferred upon those who have fulfilled the following requirements:
1. Are 21 years of age and exhibit good moral character;
2. Spent at least 10 terms of resident study as a matriculated chiropractic student in an accredited college of which the final 25% of the total credits required must be from Los Angeles College of Chiropractic;
3. Completed all courses in the curriculum (or their equivalent) and met minimal hours of attendance at Los Angeles College of Chiropractic;
4. Demonstrated at least a 2.0 cumulative grade point average from courses at Los Angeles College of Chiropractic;
5. Fulfilled the clinical internship requirements as stated in the Internship Manual;
6. Are free of all indebtedness and other obligations to the University;
7. Are recommended for graduation by the faculty and the president of the University.

Requirements for the Master of Acupuncture and Oriental Medicine Degree
The master of acupuncture and oriental medicine degree (MAOM) is conferred upon those who have fulfilled the following requirements:
1. Are 21 years of age and exhibit good moral character;
2. Successfully completed four (4) academic years, eight (8) semesters, twelve (12) quarters, nine (9) trimesters or thirty-six (36) months at an accredited or candidate program of which a minimum of three (3) trimesters must be completed in residency at SCU/College of Acupuncture and Oriental Medicine;
3. Demonstrated at least a 2.0 cumulative grade point average from courses at CAOM;
4. Fulfilled the clinical internship requirements as stated in the Internship Manual;
5. Are free of all indebtedness and other obligations to the University;
6. Are recommended for graduation by the faculty and the president of the University.

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

Accreditation – Southern California University of Health Sciences
Southern California University of Health Sciences is accredited by the Accrediting Commission for Senior Colleges and Universities of the Western Association of Schools and Colleges (WASC), 985 Atlantic Avenue, Suite 100, Alameda, California 94501, Telephone: (510) 748-9001, an institutional accrediting body recognized by the U. S. Department of Education. The California Legislature has exempted WASC-accredited schools from regulation by the Bureau of Private Postsecondary and Vocational Education under California Education Code, section 94739(b)(7)(B). The Institution is listed in the Higher Education Directory.

Anyone wishing to discuss the University’s accreditation or review the documents for this status should contact the Administrative Office of Southern California University of Health Sciences.

Accreditation – Los Angeles College of Chiropractic
Another symbol of excellence at Southern California University of Health Sciences is reflected by its accreditation.

SCU is accredited by the Western Association of Schools and Colleges (WASC), 985 Atlantic Avenue, Suite 100, Alameda, CA 94501. Telephone: (510) 748 - 9001. This accreditation is unequalled by any other alternative health care institution, offering chiropractic and acupuncture/oriental medicine programs, on the West Coast.

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

LACC has been accredited by the CCE continuously since 1971. The CCE is the agency to which complaints about the compliance of the LACC chiropractic program with CCE standards should be addressed.

Accreditation –
College of Acupuncture and Oriental Medicine
The College of Acupuncture and Oriental Medicine program has received approval from the California State Acupuncture Board.

The Master of Acupuncture and Oriental Medicine program of Southern California University of Health Sciences is accredited by the Accreditation Commission for Acupuncture and Oriental Medicine (ACAOM), which is the recognized accrediting agency for the approval of programs preparing acupuncture and oriental medicine practitioners. ACAOM is located at Maryland Trade Center #3, 7501 Greenway Center Drive, Suite 820, Greenbelt, Maryland 20770. Phone – (301) 313-0855. Fax – (301) 313-0912.

Anyone wishing to discuss the College’s accreditation or review the documents for this status should contact the Administrative Office of Southern California University of Health Sciences.

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

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

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

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

A student currently enrolled in a chiropractic college may take the NBCE examinations only when certified by the dean or registrar of that college. (Please see the Registration section for additional information.)

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

National Certification Commission for Acupuncture and Oriental Medicine (NCCAOM)
The National Certification Commission for Acupuncture and Oriental Medicine operates under Section 501(c)(6) of the Internal Revenue Code as a fully autonomous, non-profit organization.
Its mission is to establish, assess and promote recognized standards of competency and safety in acupuncture and oriental medicine for the protection and benefit of the public. In order to fulfill this mission, it has developed a certification process that provides a unified set of nationally-verified, entry-level standards for safe and competent practice.

NCCAOM is located at 11 Canal Center Plaza, Suite 300, Alexandria, Virginia 22314; phone (703) 548-9004. Since state boards have the final responsibility for evaluating competency and qualifications, those interested in licensure for acupuncture and oriental medicine should work closely with the relevant state board in their jurisdiction.

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

The daily governance of the Institution rests with the president who delegates specific responsibilities to members of the executive team, Executive President, the Associate Vice Presidents and Deans. Administratively, department heads are accountable for the management of respective departments.

The University endorses and practices a participatory management philosophy. There are policies and procedures established for every aspect of management. Those pertaining to students are contained in the student handbook provided to students upon enrollment. As information may occasionally change, the final authority for all policies can be obtained from the SCU Policy and Regulation Manual, more commonly referred to as the “Blue Book”.

Occupational Outlook
According to information compiled by the United States Department of Labor, alternative health care practitioners can expect a positive marketplace after graduation, through the year 2016.

Employment for Doctors of Chiropractic is expected to increase 14% between 2006 and 2016, faster than average, for all occupations.

Public demand for alternative health care is related to the ability of patients to pay, either directly or through health insurance, and to the growing awareness of the profession. It is anticipated that the rapidly expanding older population will also increase demand.

Graduation Rates
Of the total number of students who initially enroll at the University, more than 80% complete their studies and graduate, based upon the Institution’s most recent statistics.

Equal Opportunity, Non-Discrimination Policy & Diversity
In compliance with federal, state and local government requirements, Southern California University of Health Sciences does not discriminate against any individual on the basis of age, sex, race, color, religion, national and ethnic origin, marital status, sexual orientation, disability, medical condition (as determined under California employment laws), or status as a Vietnam-era veteran or qualified disabled veteran in the administration of its educational programs, school-administered programs, publications or in its employment practices.

Diversity
Ethnic diversity of the student body varies with each incoming class. As of September, 2008, the ethnic breakdown of students at SCU was: 38% Caucasian, 32% Asian/Pacific Islander, 11% Hispanic, 1% African-American, 1% American-Indian and 16% Other/Unknown.

The Disabled
The University is committed to accommodating students with physical and learning disabilities. Accommodations and other support services are tailored to meet the needs of each individual student, and are intended to comply with Section 504 of the Rehabilitation Act of 1973, and the Americans with Disabilities Act of 1990. Students wishing assistance should contact the Office of Student Affairs to learn about the University’s policy on
special programming for the disabled and the procedures involved in accessing such programs.

The campus and health centers are accessible to disabled students, patients and visitors. The University’s facilities are accessible to the mobility-impaired based on applicable laws and regulations at the time of construction and/or subsequent modifications. These facilities include access ramps for parking lots, restrooms and classrooms. Braille symbols are also installed on most heavily trafficked buildings.

Physical Exam Upon Entry
All entering students are required to register at the University’s health center for a preliminary physical examination and are eligible to receive chiropractic care and acupuncture/oriental medicine according to University policies and regulations. During their education at the University, students may be required to participate in University-approved chiropractic/acupuncture treatment procedures and in instructional activities which could involve partial disrobing when acting as subjects for the performance of clinical and laboratory examination procedures. (Please see Physical Qualifications for Admission in the Admission section for additional information.)

LACC Technical Standards For Program Success
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 well-being 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.

CAOM Technical Standards For Program Success
The primary goal of College of Acupuncture & Oriental Medicine (CAOM) is to prepare students to become competent, caring, Acupuncture practitioners. Contemporary AOM education requires that the acquisition and utilization of scientific and professional knowledge be accompanied by necessary sets of skills, professional attitudes and behavior.

College of Acupuncture & Oriental 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 & Oriental Medicine (MAOM) degree must meet the following technical standards with or without reasonable accommodations. Candidates for admission and students must demonstrate:

1. The strength, coordination, and ability to stand and use the torso and all limbs in the performance of common AOM manual procedures and techniques.
2. The strength, manual dexterity, and tactile perceptiveness and ability to perform in all laboratory and clinical settings, to diagnose and treat human ailments, and to maintain the safety and well-being of fellow students and patients without posing a threat to themselves.
3. The visual, hearing and speech skills and personal hygiene requisite to professional performance including performing tongue and pulse diagnosis, eliciting and recording patient histories, performing all auscultatory exams, and performing any and all other diagnostic and therapeutic procedures.
4. The ability to reason, learn, and perform independently demonstrating the conceptual, integrative, and quantitative skills that are necessary for critical thinking, problem solving, measurement, the ability to comprehend three-dimensional and spatial relationships, diagnosis, and therapeutic applications.
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.

Compliance
Enrollment in the University, or the payment of a fee in advance, does not constitute a contract beyond any single term. The administration of Southern California University of Health Sciences reserves the right to alter curriculum, schedules, tuition, fees and requirements at any time without notice. This catalog supersedes and replaces previously published editions. The academic and graduation requirements and the curriculum outlined herein apply to all persons enrolling at Southern California University of Health Sciences as of July 2009 and thereafter. Students currently enrolled must meet the specific requirements detailed at the time of their enrollment, plus any additional requirements set forth by the University.

Liability and Consumer Information
The University disclaims liability for any damages, bodily or otherwise, incurred by students on or off campus as a result of athletic and other extra-curricular activities. Anyone wishing to obtain any public or consumer information about the University should contact the Executive Director of Business Services.

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.

The University disclaims any liability as a result of any printing error in this document.

Privacy of Records
In accordance with the Family Educational Rights and Privacy Act (FERPA), the University protects the privacy of student records, including address, phone number, grades and attendance dates. A copy of SCU’s FERPA policy is available from the Registrar or Office of Student Affairs.

The Act provides each current or former student with the right to inspect and review information contained in his/her file. Students interested in reviewing his/her file must submit their request in writing to the Registrar. A student also has the right to submit written requests for amendment of their records.

Complaints regarding compliance with the Act may be made to the Family Educational Rights and Privacy Act Office in the United States Department of Education.

The Alumni Association
The SCU Alumni Association is governed by a
board of directors elected by dues-paying alumni association members. The board is assisted on campus by staff in the Institutional Advancement Office.

The association supports practitioners, the Colleges, students and activities which focus on strengthening the profession. The association sponsors professional seminars, holds local and national alumni gatherings, sponsors student scholarships, supports research projects and works closely with the administration of SCU to promote alternative health care on the national, state and local levels.

Benefits to dues-paying members are reviewed on a regular basis to provide alumni valuable discounts and programs to assist the chiropractic and acupuncture/oriental medicine practitioners.

Membership categories include Recent Graduate, Full Membership, Associate Membership (non-LACC/CAOM graduate), retired practitioner and Lifetime Membership.
The Community and the Campus

A Hometown Community Setting
Nestled on the southern slope of the La Puente Hills, Whittier, California, boasts a rich and proud heritage dating back to the 1880s. Named for the Quaker poet, John Greenleaf Whittier, the city has grown steadily to approximately 83,000 residents. SCU’s 38-acre tree-lined campus is a harmony of nature and contemporary architecture. The campus is situated in a residential neighborhood surrounded by the family-oriented communities of Buena Park, La Habra, La Mirada, Brea and Fullerton. SCU is just minutes from historic Uptown Whittier.

The city of Whittier is 14 miles from downtown Los Angeles. The College, located less than one mile from the Los Angeles / Orange County line, is within 20 minutes of Disneyland and Knott’s Berry Farm. Other attractions include Anaheim Stadium, home of the Angels baseball team, and the popular Honda Center of Anaheim, home of the Ducks ice hockey team. SCU is also conveniently located near desert resorts, mountain skiing, inland lakes, national parks, beaches, museums and the performing arts.

Academic Facilities
Spacious classrooms and the Seabury Learning Resource Center are equipped with state-of-the-art audiovisual, video and computer-assisted learning resources to enhance modern educational teaching methods. These facilities are complemented by contemporary laboratories and furnished with equipment made especially for such disciplines as X-ray, biochemistry, pathology, histology and dissection.

Athletic Facilities
The SCU campus boasts an athletic complex including a gymnasium, weight rooms, tennis, volleyball and basketball courts, a quarter-mile track and soccer fields. (Please see the Student Affairs section for additional information on athletic activities at SCU.)

The Seabury Learning Resource Center
The Seabury Learning Resource Center (LRC) has much to offer the Southern California University of Health Sciences community. Since the inception of the University in 1911, the library has regularly expanded and has improved services. In 1989, the library was relocated, remodeled and transformed into a complete Learning Resource Center. The facility contains the following areas:
- Main Lobby
- General Collection Room
- Computer Lab
- Theatre (Group Study Room)
- Rare Book Room

The circulation desk, current journal holdings and reference materials are all located in the Main Lobby. The journal collection consists of over 300 titles, focusing on periodicals related to chiropractic, acupuncture/oriental medicine and the life sciences. The Reference Collection includes essential healthcare titles such as encyclopedias, directories and guidebooks.

The Reserve collection has been developed to meet the requirements of the core curriculum and academic programs. General circulation books and bound journals are located in the General Collection room. Students can select from almost 20,000 titles to enrich their knowledge base.

An automated catalog provides online access to all of the library’s collection and is accessible through the SCU web site.

To meet the technology needs of students, the computer lab has 35 work stations with internet access. Via the internet, the campus community has access to EbscoHost, a multi-database resource, the National Library of Medicine databases and to other chiropractic, alternative and complementary databases. The electronic book and journal collection is available via the SCU intranet.

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

Literature searches, tailored bibliography services and document retrieval are available alumni, faculty and other healthcare providers.

The LRC can be described as a “library without walls” – meeting the needs of the entire SCU community. The LRC is a member of the National Library of Medicine, which has established an electronic network that provides participating libraries reciprocal access and exchange of library collections. Literature searches, bibliographic services and document retrieval are available, on request, to all students, faculty, alumni and other healthcare providers.

Memberships and Consortiums

SCU’s LRC is a member of the:
- Medical Library Association
- Pacific Southwest Regional Medical Libraries
- State of California Electronic Library Consortium
- Medical Library Group of Southern California
- Inland Empire Academic Library Consortium
- Chiropractic Library Consortium

The LRC also has reciprocal use agreements with several academic libraries in the area for student access, resource use and borrowing privileges.

The LRC is also the West Coast Depository of the Chiropractic Research Archives Collection (CRAC) which is the first index dedicated specifically to chiropractic.

The SCU Outpatient Health Center System & Facilities

The University currently maintains a student and outpatient health center on campus in Whittier. The health centers provide care for the general public, including programs for low-income individuals and community service in the form of health screenings, group presentations and sports physical examinations. Individual private practices are available in each of the health centers within the University system along with practices maintained by staff clinicians. The residential areas around the health centers provide a variety of patients of diverse cultural and socio-economic backgrounds.

Our interns are provided with a challenging clinical experience. This diversity is expanded through additional opportunities at local community health centers, student health services at California State University - Los Angeles, California State University - Northridge, California State University – Fullerton, Cerritos College and El Camino College, exercise rehabilitation at the Center of Achievement for the Physically Disabled, offered through California State University, Northridge.

Additionally, SCU interns receive real-life experiences through an extensive preceptor/community-based program. This program allows interns practical experience in an approved practitioner’s office during their final trimester. These practitioners have been selected from the best available and thoroughly evaluated to ensure that the volume and quality of patients maximize the interns’ real-life experience prior to graduation.

The state-of-the-art health center in Whittier provides a broad spectrum of treatment options, including chiropractic, acupuncture, diagnostic imaging, rehabilitation, massage and oriental medicine.

Scholarship and Research Function at SCU

Information on current scholarly activity can be found in the annual Southern California University of Health Sciences Research Report. Titles and investigators of current projects, academic paper citations, titles of reports prepared for outside funders, poster presentations, publications, grants and contracts, equipment donations plus a summary of faculty research productivity are contained in this annual report.

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

Scholarship of Discovery

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

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

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

Scholarship of Application

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

Scholarship of Teaching

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

Parking

All students are issued a complimentary parking permit valid in two adjacent lots to the campus. Vehicles parked in campus parking lots must display the student parking decal on the left rear bumper or left rear window. Motorcycles and mopeds (motorized bicycles) are required to display a decal on the rear fender. Mopeds may park in bicycle racks or in designated motorcycle areas of the parking lots. All bicycles must also be parked in racks provided by the University.

Parking of any vehicle on the streets surrounding the University is prohibited. Violators of this rule will be subject to citation. All students must obey general traffic, speed and parking regulations enforced by the Department of Safety or be subject to a citation or other penalties including towing or enrollment suspension. Failure to obey these local regulations and expectations may result in disciplinary action by the University.

Contracted Campus Services

Bookstore

The campus bookstore is independently operated in coordination with SCU and offers textbooks, other academic resources, student supplies, limited food items, logo apparel, and gifts.

Campus Safety

Contracted guard and other services provide campus security at SCU. Campus Safety may be reached during regular University business hours by dialing 333 from any campus phone or by lifting the receiver on marked “security” phones located at various points on the property. 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, escort assistance, parking enforcement and help with vehicle lockouts and jump-starts. In compliance with the federal “Student Right to Know and Security Act", it also provides information on campus security policies and crime statistics to current and prospective students and others.
Admissions

General Requirements for Admission
The general requirements for admission are established in cooperation with appropriate accrediting agencies, such as the Western Association of Schools and Colleges (WASC), Council on Chiropractic Education (CCE) and Accreditation Commission for Acupuncture and Oriental Medicine (ACAOM). Prospective students are assured the University complies with the equal opportunity, non-discrimination statement printed in the General Information section of this catalog. (As noted below, there are some physical qualifications for admission to the chiropractic program based on the nature of the practice.)

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

English language competency is required of all students seeking admission to SCU. This may be satisfied by scoring at least 500 (paper based) or 173 (computer based) or 120 (iBT based) on the Test of English as a Foreign Student (TOEFL) and at least the current mean score on the Test of Spoken English (TSE) if you did not take the iBT based test. Testing information on TOEFL or TSE may be obtained at www.toefl.org or by writing to TOEFL, Box 899, Princeton, NJ 08504.

Preliminary Requirements (LACC and CAOM)
Applicants for admission must provide:
1. A properly completed application for admission;
2. One copy of the transcript or diploma from the graduating high school (CAOM does not require high school transcripts);
3. Official transcripts from each college and/or university previously attended showing all coursework completed or in progress
4. A non-refundable $50 application fee;
5. Two letters of recommendation (cannot be from a relative and preferably at least one from a doctor of chiropractic, acupuncture/oriental medicine practitioner, college professor or other health care practitioner) mailed by each author to the SCU Office of Admissions;
6. A successful admissions interview.
7. International students do not require an interview

Academic Requirements (LACC)
Prerequisites for the Los Angeles College of Chiropractic include a minimum of 90 semester units or (135 quarter units) and a minimum overall grade point average of 2.5 on a 4.0 grade scale.

Prerequisite science courses must equal one academic year (not less than six semester units in each subject area) in the following subjects: general biology, general (inorganic) chemistry, organic chemistry or biochemistry, and general physics. An academic year normally entails completion of two semesters or three quarters. In addition, at least 3 of the 6 units in the science courses must include related laboratory coursework that covers the entire subject. All science courses must be completed with a grade of “C” (2.0 on a 4.0 grade scale) or higher.

The chemistry requirement may also be completed by taking 12 (twelve) semester hour credits of chemistry to include a minimum of three semester units of general (inorganic) chemistry, six semester units of organic and/or biochemistry plus the remaining credit hours in other chemistry courses accepted by SCU. At least six semester units of the chemistry courses must include pertinent related laboratory experiences that cover the range of material presented in the didactic portions of the courses.

The physics requirement may also be met by taking one physics course equaling a minimum of three semester units with pertinent related laboratory that covers the range of material presented in the didactic portion of the course, plus an additional three semester units in biomechanics, kinesiology, statistics or exercise physiology.

Non-science prerequisite courses must also include six semester units of English Literature, Speech, and/or Writing (Writing Intensive non-English courses noted on the official transcript as Writing Intensive may be used to satisfy this re-
quirement); three semester units of Psychology and 15 semester units of Social Sciences and/or Humanities. All non-science courses must be completed with a grade of “C” (2.0 on a 4.0 grade scale) or higher.

A maximum of 20 semester units of a candidate’s pre-professional academic requirements may be acquired through CLEP examinations or through challenged courses (except for the Biology, Chemistry and Physics requirements). Units earned through CLEP examinations must be shown on the transcript of the college or university administering the test or other evidence presented to verify the number of units passed.

Students who hold a degree leading to licensure/registration in a health science discipline at the baccalaureate level or above with an earned cumulative grade point average of at least 2.50 on a scale of 4.0, or who hold a baccalaureate degree from an institution accredited by a nationally recognized accrediting agency with an earned grade point average of at least 3.25 on a scale of 4.0, may be admitted to the Doctor of Chiropractic program upon presenting evidence that their academic preparation substantially meets the requirements for admission consistent with the Council on Chiropractic Education guidelines.

Please contact an Office of Admissions counselor for additional information.

Academic Requirements (CAOM)
Prerequisites for the College of Acupuncture and Oriental Medicine include at least two years (60 semester units or 90 quarter units) of education from an accredited college or university and a minimum grade point average of 2.25 on a 4.0 grade scale. In addition to the 60 semester units required for admission, you 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. This may be done prior to matriculation or within one calendar year after starting the Master of Acupuncture & Oriental Medicine Program at SCU.

Telephone/World Wide Web
Applicants and other interested parties may reach the University’s Office of Admissions by phone; toll free, at 1-877-434-7757 (outside the Southern California area) or 1-562-902-3309. General information on the University and its programs, the admission process, financial aid and an SCU application are all available on SCU’s internet website: www.scuhs.edu. The Office of Admissions may be contacted by e-mail at admissions@scuhs.edu.

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

Applicants 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.

Application and enrollment fees shall be valid for a maximum period of 12 months; which corresponds to three enrollment periods.

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

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 only after two recommendations have been received. For the Los Angeles College of Chiropractic, at least one-third of the science prerequisite units must be completed and grades verified from official transcripts. Under certain circumstances, an off-campus or telephone admissions interview may be arranged.
Successful applicants are formally notified by letter. In order to reserve a space in an entering class, an accepted student has the following options for payment of the first trimester tuition and fees:

1. To pay an enrollment deposit in the amount of $250 within 30 days from the date of the acceptance letter from the Office of Admission. The deposit is not refundable and will be credited toward the total tuition payment which is due 30 days before the start of classes.

2. To pay the entire tuition 30 days prior to the first day of class. In choosing this option, the prospective student will be granted a 5% discount on first term tuition.

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

**Physical Qualifications for LACC Admission**

The activities essential to the practice of chiropractic require the following physical qualifications. They are therefore required of all students/residents admitted or engaged in the chiropractic program of studies leading to the doctor of chiropractic degree or in postgraduate specialty programs at Los Angeles College of Chiropractic.

The physical qualifications are as follows:

1. The physical strength and bodily coordination to stand alone and to use all limbs in the performance of the common chiropractic manipulative techniques, especially the chiropractic adjustment;

2. The manual dexterity and tactile perceptiveness to perform safely and effectively in the College laboratories, and in the diagnosis and treatment of human ailments;

3. An auditory sense and speaking ability sufficient to conduct health history interviews and clinical examinations.

Physically disabled students who do not meet the above three criteria will be reviewed/evaluated by a body of clinical faculty for admission eligibility.

**Physical Examination**

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

**Orientation**

All new students are required to attend the University’s orientation program. During the orientation, students register for classes, receive financial aid information, review policies and procedures and are introduced to key members of the SCU community.

**Special Requirements for Admission**

**Foreign Students**

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

1. Submit proof of English language proficiency (Please see General Requirements for Admission in this section for additional information.)

2. Submit evidence of possessing financial resources to complete the academic program;

3. Submit proof of health insurance which provides coverage in the United States.

4. Submit all supporting documentation, preferably one year prior to expected enrollment;

5. Comply with the laws, rules and regulations of the United States Citizenship and Immigration Services (USCIS);

6. All foreign academic transcripts are to be evaluated by the World Education Services, Inc., P.O. Box 26879, San Francisco, CA 94126-6879, (800) 414-0147, www.wes.org or another similar recognized agency, with an original of the evaluation forwarded directly to the Office of Admission;

7. Graduates of the French Chiropractic Prope- deutique program at the Faculte Libre de Paris, the Richmond College of London Preprofessional program, the Swiss Matura and First Medical Popedeutical program or the pre-chiropractic program of Odense University, Denmark, or other CCE-approved programs should submit to the Office of Admissions the documentation required by their country;

8. Only candidates who have also filed an application with a $50 fee will be considered for admission. They will be notified in writing regarding their admission status.
Transfer from Foreign Chiropractic College
Southern California University of Health Sciences may accept credits of students transferring from foreign chiropractic colleges not having status with the Commission on Accreditation of the Council on Chiropractic Education. Such transfer students must meet the current admission requirements in effect at SCU. Transfer students are advised that, on the basis of such transfer credits, they may be ineligible for licensure in one or more states. Additionally, any student transferring to SCU’s Doctor of Chiropractic Program must have earned not less than the last 25% of their total credits leading to the Doctor of Chiropractic degree from SCU. Transfer students must submit a letter of good standing from the previous Chiropractic institution attended. All advanced standing courses are subject to approval by the Dean of the Los Angeles College of Chiropractic.

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

Transfer Students from Acupuncture & Oriental Medicine programs
To be considered for advanced standing, the official transcript(s) will be evaluated and the following criteria will be applied:

1. Only transfer credit for actual coursework successfully completed at an accredited college/university listed in the Higher Education Directory or approved by the appropriate government agency, in the case of foreign students, will be considered.

2. For ACAOM (Accreditation Commission for Acupuncture and Oriental Medicine) accredited schools and California Acupuncture Board approved schools – 100% transfer credit may be awarded, providing that the actual coursework to be transferred has been successfully completed and is equivalent to the relevant course(s) at SCU/CAOM. A student seeking transfer credits for AOM courses 5th term and above will only be awarded credit if the student successfully passes the challenge examination with a grade of “C” (2.0 on a 4.0 grade scale) grade or higher.

3. For students applying from schools not approved by the California Acupuncture Board, but accredited by ACAOM, and for students applying from schools outside of the United States—
   a) Actual Western Medicine coursework - up to 100% transfer credit may be awarded if the coursework has been completed successfully and was completed at a college/university accredited or approved by an agency recognized by the U.S. Department of Education.
   b) Oriental Medicine coursework - up to 50% transfer credit may be awarded for course work successfully completed provided that at least 50% of the actual coursework hours in these subjects are completed at SCU/CAOM. SCU/CAOM may require the student to take an examination to demonstrate a level of knowledge comparable to that achieved by an SCU/CAOM student in these same areas before credit is awarded.
   c) Clinical Internship - up to 25% transfer credit may be awarded for actual clinical coursework and instruction received. Western Medicine internship training may not be transferred for AOM program clinical credit.
   d) A student must complete the total number of hours offered in a SCU/CAOM course in order to receive full advanced standing. For example, an Anatomy/Physiology course must be 100 hours or more if the SCU/CAOM Anatomy/Physiology course is 100 hours.
   e) If a student has successfully completed a minimum of 70% or more of the required hours in a course, that student will need to attend the required course in order to complete the number of hours that are deficient. The professor of the particular course will verify the student’s competency in the course through a comprehensive examination.
f) If a student has completed less than 70% of the required hours in a course, the relative class must be successfully repeated in its entirety for credit.

g) Any courses with a grade below a “C” are not transferable toward the graduation requirement.

h) A student must successfully complete a minimum of one academic year (three 3 trimesters) at SCU/CAOM in order to satisfy the residency requirement as outlined by ACAOM.

   • In addition, in order to ensure the quality of education at SCU/CAOM, the student must successfully complete all of the required coursework beginning with Term IV as indicated on the Course Schedule under the College of Acupuncture & Oriental Medicine section and all clinical training as a graduation requirement.

   • All special transfer credits must be approved by the Dean of Acupuncture & Oriental Medicine

   • Students enrolled in the CAOM program may not be concurrently enrolled in another AOM school.

   • In order for an SCU matriculated student to receive advanced standing for approved classes taken at another AOM school, all advanced standing courses must be taken prior to enrollment at SCU/CAOM.

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

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

Evaluation & Placement of Transfer Students
Evaluation and placement of transfer students shall be made by the Dean of the appropriate program of study upon receipt of the following by the Office of Admissions:

1. Official transcripts from the transferring student’s previous institution;
2. Copy of high school transcripts or diploma

3. Official transcripts from all colleges or universities attended;
4. Catalog of the transferring student’s college or university so that courses equivalent in content and quality to those taught at LACC or CAOM may be evaluated and accepted;
5. All students seeking advanced placement in the ADVANTAGE Program must take an examination which covers the basic sciences. Performance on this examination plus the evaluation of the transcript will determine the amount of advanced placement given to the transferring student;
6. $50 application fee;
7. All general requirements for admission (Note: a minimum of twenty-five(25) percent of LACC’s educational program must be completed at SCU by each transfer student to qualify to receive a diploma from SCU.);
8. For certain courses, a fee will be assessed for competency testing. Please contact the Dean of the appropriate program for details.

DC Graduates Enrolled In Professional Courses
Graduates of other chiropractic colleges, who desire to take additional course work in order to qualify for certain state boards, will be admitted as “Special” students. Any student not fitting into a regular term is classified as a “Special” student until he/she can be so placed. Doctors of chiropractic registering in the chiropractic program will be enrolled through the Division of Postgraduate Education. Tuition is commensurate with the number of contact hours.

In concurrence with the established policy of the Council on Chiropractic Education and accepted academic procedures, Los Angeles College of Chiropractic will not permit the holder of a degree of doctor of chiropractic from any other college to qualify for a like degree from the College. Any deviation from this policy must have the prior approval of the Council on Chiropractic Education.

Admission to Advanced Standing
Applicants seeking advanced standing must submit official transcripts and the appropriate evaluation fee to the Office of Admission. Credit for work done in accredited colleges of liberal arts and science will be allowed only in the non-clinical subjects.
Credits for basic science subjects on a professional level shall be given only upon a course-by-course evaluation, and then only for courses closely approximating in content and hours the same courses at the University. Professional level is defined as an accredited chiropractic, acupuncture/oriental medicine, medical or osteopathic school. No candidate for admission to advanced standing/placement will be accepted if dishonorably discharged from such an institution.

In accepting credits from other institutions, the Dean of the appropriate program shall ascertain that they are not being applied toward the pre-chiropractic/pre-acupuncture/oriental medicine and chiropractic/ acupuncture/oriental medicine requirements. All candidates must file with the Office of Admission the same documents as required for a first-year student, and, in addition, certified transcripts of work completed at the institution for which advanced standing is petitioned. No credit for a course with a grade below “C” (2.0 on a 4.0 grade scale) may be transferred from such an institution.

All persons receiving Veterans Administration educational aid must have advanced standing evaluations completed within the first two trimesters of study. Requests made after this time will either be denied or the individual must forfeit his/her benefits. In addition to official transcripts, veterans must submit appropriate documentation in order to apply for benefits and to maintain eligibility for benefits. Granting of credit for advanced standing will include an official notification to the student and the Veterans Administration.
Registration

Registration for all continuing students is the 12th and 13th week of every trimester. All students who plan to continue their education at SCU are required to register. Students who do not register will be administratively withdrawn for the next trimester. Upon completion of registration, the Business Office will prepare an invoice for all students who have completed the registration process. Students who have not paid tuition for the current trimester, and do not have a deferment, will not be eligible to register until cleared by the Business Office.

Late Registration
Late registration is the first day of class of the 14th week for all students. The fee for late registration is $100. Registration is not complete until a student has registered and is “cleared” of financial or academic obligation.

Official Registration & Enrollment
Once a student has completed the registration process and has made financial arrangements with the University, he/she will be officially enrolled. Official registration will be one week prior to the start of each new trimester. (Please refer to the Tuition and Fees section of this catalog for precise details related to payment.)

Special Registration
Registration for “Special” students (those with a non-standard schedule) is during the 12th and 13th week of every trimester. All “Special” students who plan to continue their education at SCU are required to register at that time. These students are encouraged to schedule an appointment with the Program Advisor well in advance of the 12th week. It is the responsibility of the student to keep the appointment. If a problem exists, the student is required to contact the Program Advisor immediately to reschedule the appointment, or the late registration fee of $100 will be assessed.

Contingent Registration
No student will be allowed to register or receive financial aid until their admission file is complete. The only acceptable contingency would be in-stances where we have evidence that a requisite class is in progress prior to matriculation and we are awaiting issuance of the final official transcript. 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. Any tuition charges accrued will be assessed in accordance with the refund policy.

Add a Class
A student wishing to add a course after registration must complete the “Student Request for Add/Drop of Courses” form located in the Registrar’s Office before the eighth calendar day of the trimester.

Drop a Class
A student wishing to drop a class after registration must complete the “Student Request for Add/Drop of Courses” form located in the Registrar’s Office. The last day to drop a course with no academic penalty is the end of the fourth week of the trimester. The last day to drop a class with a grade of “W” is the end of the 10th week of the trimester. Individual courses may not be dropped after the 10th week of the trimester. Students wishing to drop a class after this time must request a Withdrawal or Leave of Absence (please refer to the appropriate regulation). There is no refund for any courses dropped.

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 Cards
Grade cards will be available online for each student during the break (approximately one week before the start of each trimester).

Academic Probation
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 Chief Academic Officer or his/her designee. The Financial
Aid Office will be notified when a student is placed on academic probation. Eligibility to receive aid may be affected when a student is on academic probation. The Academic Review Committee may take the following actions following review for students on academic probation:

1. A student whose cumulative grade point average (CGPA) falls below 2.00 for the first time will be faced with the following actions:
   a. A student whose CGPA is between 1.51 and 1.99 will be notified in writing that his/her academic progress will be monitored the next trimester at mid-term (during the eighth or ninth week). Should the reported progress indicate academic difficulty (grades less than "C"), the student may be required to drop those courses in which a “D” or failing grade has been reported. In addition, the student will be required to participate actively in the tutoring program during the entire trimester.
   b. A student whose CGPA is 1.50 or below will be notified in writing that he/she will be required to take an abbreviated schedule. This abbreviated schedule should include the withdrawal from at least one major course (defined as having four or more units). The student’s academic progress will be monitored the next trimester at mid-term (during the eighth or ninth week). Should the reported progress indicate academic difficulty (grades less than "C"), the student will be required to drop those courses in which a “D” or failing grade has been reported. The student will also be required to participate actively in the tutoring program during the entire trimester.

2. A student who’s CGPA has been less than 2.00 for two trimesters will be faced with the following actions:
   a. A student whose CGPA of is 1.91 to 1.99 will be notified in writing with the recommendation that he/she take fewer units in the next trimester and that his/her progress will be monitored the next trimester at midterm (during the eighth or ninth week). The student’s academic progress will be monitored the next trimester at mid-term (during the eighth or ninth week). Should the reported progress indicate academic difficulty (grades less than "C"), the student will be required to drop those courses in which a “D” or failing grade has been reported. In addition, the student will be required to participate actively in the tutoring program during the entire trimester.
   b. A student whose CGPA is 1.75 to 1.90 will be notified in writing that he/she will be required to take an abbreviated schedule. This abbreviated schedule should include the withdrawal from at least one major course (defined as having four or more units). The student’s academic progress will be monitored the next trimester at mid-term (during the eighth or ninth week). Should the reported progress indicate academic difficulty (grades less than "C"), the student will be required to drop those courses in which a “D” or failing grade has been reported. The student will also be required to participate actively in the tutoring program during the entire trimester.
   c. A student whose CGPA is less than 1.75 will not be allowed to progress in the curriculum. That student will be required to repeat courses where his/her performance was substandard (grades less than “C”) to improve his/her CGPA to a minimum of 2.00 before being allowed to progress in the curriculum. The student will also be required to participate in tutoring, mentoring and academic counseling. The student’s academic progress will be monitored the next trimester at mid-term (during the eighth or ninth week). Should the reported progress indicate academic difficulty (grades less than "C"), the student will be required to drop those courses in which a “D” or failing grade has been reported.

3. A student who’s CGPA has been less than 2.00 for three trimesters will be subject to the following actions:
   a. A student whose CGPA is 1.91 to 1.99 will not be allowed to progress in the curriculum. That student will be required to repeat courses where their performance was substandard (grades less than “C”) to improve his/her CGPA to a minimum of 2.00 before being allowed to progress in the curriculum. The student will also be required to participate in tutoring, mentoring and academic counseling. The student’s academic progress will be monitored the next trimester at mid-term (during the eighth or ninth week). Should the reported progress indicate academic difficulty (grades less than "C"), the student will be required to drop those courses in which a “D” or failing grade has been reported.

than "C"), the student will be required to drop those courses in which a "D" or failing grade has been reported.

b. A student whose CGPA is less than 1.91 will be on academic suspension for a minimum of one trimester with a mandatory prescription for academic counseling, mentoring and tutoring assistance during the suspension term. The student, upon his/her return to the curriculum, will not be allowed to progress in the program until he/she has achieved a CGPA of 2.00 or greater.

4. Any student with a CGPA of less than 2.00 for 4 trimesters will be dismissed with no opportunity for return to the college of their academic dismissal, except as a beginning student. A student may apply to other colleges within the University through the regularly established channels for admission, or may elect to re-apply to the college of his/her previous dismissal, understanding that re-admission would be contingent upon review and recommendation to the Office of Admission and Enrollment Management Team.

A student wishing to appeal the dismissal may request redress through the Student Grievance and Appeals Procedures outlined in the University Policy and Regulation Manual (6100.00 P - 6160.00 P).

Any student who has been dismissed for academic reasons may apply for re-entry admission as a beginning student. A student will not be permitted to enter or remain in the Internship when his/her CGPA falls below 2.00.

**Withdrawal**

To officially withdraw from all courses, a student must complete an “Official Withdrawal” form, which is available in the Dean’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 Business Office to determine the amount of refund due according to University policy.

**Leave of Absence**

A student may request a Leave of Absence (LOA) from the University for a period not to exceed 120 days. After 120 days, the LOA will automatically convert to a Withdrawal. A Leave of Absence will be granted following completion of the appropriate form, “Request for Leave of Absence”, which is available from the Dean’s Office. A student who takes an official LOA 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. The official date of the LOA is the date the form is received by the Registrar and is used by the Business 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 LOA may have upon eligibility and repayment.

**Re-admission to the University**

Students wishing to apply for re-admission should contact the Dean’s Office no less than 30 days before the start of the next trimester to make an appointment for registration. The student must have financial clearance from the Business Office and pay a $25 re-admission fee. Students who have not attended the University for one year must meet current entrance requirements before re-admission. The Dean of the applicable program must also evaluate the student’s standing. If more than five years have elapsed, no credit will be allowed for courses previously taken.

The Academic Review Committee (ARC) must approve students dismissed from the University before re-admission will be granted.

**Time Limit to Earn Degree**

Although the normal length of time to complete the doctor of chiropractic degree is 3-1/3 years, when the condensed nature of the program is considered, degree attainment is actually five academic years. Due to the importance of patient care knowledge, attitudes and skills that are obtained in the early portions of the program, students must successfully complete the entire degree program within a period of six calendar
years from the time of their original matriculation. The normal length of time to complete the Master of Acupuncture and Oriental Medicine degree is 3 calendar years, when the condensed nature of the program is considered, degree attainment is actually 4 and 1/2 academic years. The maximum time limit to earn MAOM degree is 6 calendar years. Students who exceed this time limit must retake the entire program or appropriate portions thereof, based upon the recommendations of the Academic Review Committee and the Dean.

Transcripts
Students may request an official copy of their SCU transcript by completing the appropriate form in the Registrar’s Office. The fee for active students is $5 and the transcript will be available, or mailed, within 48 hours.

Change of 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 forms are available in the Registrar’s Office.

Change of 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. Please see the Registrar for details.

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

Continuing Education Credits for Registered Nurses
SCU is a Continuing Education Provider for Registered Nurses who are also students at SCU. Certificates of completion are issued for specified courses within our curriculum which meet the criteria for continuing education for RNs. SCU students who are also RNs who wish to enroll in this program at no fee, should make an appointment with the Registrar. The Registrar will ask for verification of your current license.

National Board Examinations
The National Board of Chiropractic Examiners (NBCE) provides standardized academic and clinical testing services to the chiropractic profession. It is an international testing agency and does not represent a particular chiropractic philosophy. All parts of the National Board examinations are offered twice a year. The scores from the various exams are used by the state licensing boards to assist them in determining whether applicants for licensure meet established criteria.

The deadline for submitting applications to the Registrar is June 10 and December 10 of every year. If either of these dates fall on a Saturday, the deadline will be the previous Friday. If they fall on a Sunday, the deadline will be the following Monday. Applications received after the deadline will be assessed a late filing fee of $50. The deadline, set by SCU, supersedes the deadline stated by the National Board to allow adequate time to process applications.

The Registrar shall determine the eligibility of candidates by verifying completed applications. Examination results are mailed to each examinee approximately eight weeks after the exam. The National Board permits eligible students to retake examinations as frequently as necessary without penalty.

Part I
Students who have successfully completed all courses of Term 4 (are enrolled in Term 5 or higher) at the time of the application deadline, and have a CGPA of at least 2.0, shall be permitted to sit for Part I.

Part II
Students who have successfully completed all courses of Term 7 (are enrolled in Term 8 or higher) at the time of the application deadline, and have a CGPA of at least 2.0, shall be permitted to sit for Part II.
Part III
Students who have successfully completed Part I and are within nine months of graduation at the time of the exam, and have a CGPA of at least 2.0, shall be permitted to sit for Part III (WCCE).

Part IV
Students who have passed Parts I by the Part IV application deadline, and are within six months of graduation at the time the Part IV examination is given, shall be permitted to sit for Part IV.

Physiotherapy
Students who have successfully completed, prior to the application deadline, 120 hours in Physiotherapeutics (LACC’s P.T. I, II, and III) and have a CGPA of at least 2.0, shall be permitted to sit for the Physiotherapy Examination.

***NOTE: Successfully completed means no outstanding F, I, NR or W grades.

University Policies & Regulations For All Syllabi

The course syllabus contains the objectives, content and requirements for successful completion of the course. It is the student’s responsibility to read, comprehend and act on the syllabus’ objectives, content and requirements. Should there be any question or need for reasonable interpretation or clarification of the syllabus, the student must contact the lead course instructor/syllabus author(s) to obtain answers to the above needs.

Copyright Statement
Reproduction of copyrighted material (textbooks, course manuals developed by SCU faculty, etc.) constitutes copyright infringement, which is grounds for dismissal of the violating student. SCU Regulation No. 5570.03R and the Student Honor Code/Code of Ethics under “The Fundamental Standard” P.3.

Disclaimer Statement
Each syllabus is a representation of the course content, organization and evaluation and assignment dates, and evaluation and assignment methods or styles. Students are responsible for following the syllabus and any changes made by the faculty. Every effort will be made to inform the class members in advance of such changes.

Attendance
Please note the SCU policy on attendance:
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. However, if absenteeism exceeds 15%, the course must be repeated regardless of the reason for the absences. If excessive absence is established prior to week eleven (11) of the trimester, the student will be withdrawn from the course or courses, and a grade of “W” will be assigned for each course. If excessive absence is established after week 10, 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. 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.

Grade Appeal
Students wishing to contest a course grade must do so in writing to the Department Chairman by the 14th calendar day of the following trimester.
Make-up Examination Procedure for Incomplete Grades
1. If a student must miss an exam, they are to notify the 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 Dean will notify the student and faculty of absence approval decision via campus e-mail. If the Student’s request is approved, the Business Office will charge the student’s account a $50 non-refundable make-up exam fee, regardless of whether using service or not.
3. The course instructor, or another individual appointed by the instructor, will schedule and administer the make-up exam within two weeks of the return from absence.
4. Students will risk receiving “no credit” for an exam under the following circumstances:
   a. Miss any exam without a validated excuse;
   b. Did not request a make-up exam upon returning to campus following absence; or,
   c. Fail 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”). This rule does not apply to Clinical Internship I, II, III, and the Clinical Competency Entrance Examination (CCEE).
6. Students with an "I" grade must see the Dean on or before the first class day of the following trimester, fill out the excused absence form, pay the $50 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
7. Upon successful completion of the course, he/she will receive the appropriate grade as earned. Should the student fail the course, he/she will come under the Procedures for Course Failures (see below) and may qualify for an F-challenge exam.

Retake Examination Procedure for Failing Grades
1. Students who received a failing grade (“F”) in no more than two courses may be eligible for a retake examination.
2. Students must be within 5% of the passing grade for that course in order to be eligible. It is the student’s responsibility to meet with each instructor to discuss eligibility.
3. Students who are eligible for a retake exam must make a final decision to retake the exam or the course in its entirety by the first day of the following trimester.
4. Application to retake any exam should be made through the Dean’s Office.
5. Retake exams are comprehensive and the format will be designed by the course instructor.
6. Students must complete the retake exam by the scheduled dates.
7. Students who retake an exam can earn a course grade no higher than the lowest passing grade in the course. A grade of double fail (“FF”) will result if the student also fails the retake examination. In this case, the student must retake the course in its entirety for a passing grade. Should the student fail to earn a passing grade, he/she will be ineligible for a retake exam and may be academically dismissed for having received three failing grades.
8. There is a $100 fee for retake exams.

Required Remediation
The Lead Instructor/Supervising Doctor of the course may require remediation for any student who is performing below the minimum course standards in knowledge, skills, integration/critical thinking, or professional responsibilities including but not limited to attitude and professional conduct. The requirement for remediation is based on any of the course or University performance criteria, including testing procedures and/or observation. The Lead Instructor/Supervising Doctor will inform the student of any action to be taken and the reasons why, and will provide an educational prescription that addresses the relevant performance deficiencies. The referral to remediation will be sent to the Dean along with the educational prescription. The Dean will meet with the student to arrange the necessary schedules/resources. The prescription must be followed or the student’s progress in the course and the academic program may be delayed. Non-compliance with an educational prescription will be addressed by the Academic Review Committee (ARC) should the need arise.
Tuition and Fees

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

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

Tuition

Los Angeles College of Chiropractic

Current tuition and fee schedules may be obtained from the Business Office. (For the academic year beginning September 2008 tuition is $8,554 per trimester.)

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

Students enrolled in less than 12 trimester units or equivalent clinical units will be charged for the units in which they are enrolled. The tuition per trimester unit (or equivalent clinical unit) is calculated by dividing the full tuition of the trimester by 12 and rounding off to the nearest dollar.

College of Acupuncture and Oriental Medicine

Current tuition and fee schedules may be obtained from the Business Office. (For the academic year beginning September 2008, tuition is $224 per unit.)

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

Methods of Paying Tuition

The University provides the following methods of tuition payment:

- Financial aid, scholarships and grants: Financial Aid is primarily received by electronic fund transfer. The University will deduct tuition and fees before reimbursement is made to the student for living expenses. Checks will be available to the student generally on the first day of class.
- Personal checks and cash: The University accepts cash, money order/cashier checks and personal checks made payable to Southern California University of Health Sciences.
- Credit card: All major credit cards are accepted for tuition payments.
- Payment plans: Installment plans are available to students who do not receive financial aid. A three-month installment plan is available for payment of one trimester, and a twelve-month installment plan is available for payment of three trimesters. The first installment is due by the third business day of each trimester. Subsequent installments are due on the first day of each month. An annual $50 processing fee is assessed for each plan. Installments not received on the due date are subject to late fees.
- Prepayment plans: Full payment of tuition and fees for any two or three consecutive trimesters in the same academic year will receive a 2% discount. Prepayment of Fall, Spring and Summer trimesters must be paid by August 1. Prepayment of Spring and Summer trimesters must be paid by December 1. The 2% discount applies only to tuition and not to fees.

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

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

1) Recipients of financial aid or international students whose aid is expected to be delayed.
2) VA benefits directly payable to the University.
3) State rehabilitation benefits directly payable to the University.
4) Corporate educational benefits directly payable to the University.

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

**Penalties for Late Payment**

*Non-Deferred*

A penalty will be assessed for all payments of tuition and fees received after the third business day unless the Business Office has approved an authorized deferment. Failure to pay all debts to the University by the due date will result in a delinquent account. A student will not be allowed to register for a subsequent trimester if there are any outstanding balances. Any student with a delinquent account will have all of his/her records encumbered until the account is cleared. If this account is sent to a collection agency, any fees or expenses incurred as a result will be the sole responsibility of the student.

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

<table>
<thead>
<tr>
<th>Week</th>
<th>Percent of Unpaid Balance</th>
<th>Maximum Penalty</th>
</tr>
</thead>
<tbody>
<tr>
<td>First 2 weeks of classes</td>
<td>10%</td>
<td>$ 50</td>
</tr>
<tr>
<td>Third week of class</td>
<td>10%</td>
<td>$100</td>
</tr>
<tr>
<td>Fourth week of class</td>
<td>10%</td>
<td>$200</td>
</tr>
<tr>
<td>Thereafter</td>
<td>10%</td>
<td></td>
</tr>
</tbody>
</table>

* A three-day grace period is allowed without penalty.

**Refund Policy**

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

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

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

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

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

**Tuition Refund Schedule**

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

<table>
<thead>
<tr>
<th>Percent of Attendance Time</th>
<th>Actual Attendance Time</th>
<th>Percent of Tuition Refund</th>
</tr>
</thead>
<tbody>
<tr>
<td>10%</td>
<td>Up to 10 calendar days inclusive</td>
<td>90%</td>
</tr>
<tr>
<td>25%</td>
<td>11 to 26 calendar days inclusive</td>
<td>75%</td>
</tr>
<tr>
<td>50%</td>
<td>27 to 52 calendar days inclusive</td>
<td>50%</td>
</tr>
</tbody>
</table>

No refund shall be given if the student has been in attendance or enrolled for more than 50% of the trimester.
For students receiving financial aid (subject to Title IV return rules, as follows and subject to change):

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

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

Students remaining in school until the 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 Business Office for a calculation of Title IV funds that may need to be returned.

Fees

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

<table>
<thead>
<tr>
<th>Fee Description</th>
<th>Amount</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. Associated Student Body Dues</td>
<td>$90</td>
</tr>
<tr>
<td>2. Technology Fee</td>
<td>$100</td>
</tr>
<tr>
<td>3. AOM – Malpractice Fee</td>
<td>$10</td>
</tr>
<tr>
<td>4. Term I Microscope Rental Fee</td>
<td>$35</td>
</tr>
<tr>
<td>5. Term VII Lab</td>
<td>$250</td>
</tr>
<tr>
<td>6. Transfer Student</td>
<td></td>
</tr>
<tr>
<td>a) Advanced Standing Evaluation</td>
<td>$100</td>
</tr>
<tr>
<td>b) Competency Exam</td>
<td>$50-150</td>
</tr>
<tr>
<td>7. Re-entry</td>
<td>$25</td>
</tr>
<tr>
<td>8. Identification Card Replacement</td>
<td>$5</td>
</tr>
<tr>
<td>9. Defermen (see deferment section)</td>
<td></td>
</tr>
<tr>
<td>10. Withdrawal Fee</td>
<td>$100</td>
</tr>
<tr>
<td>11. Change of Schedule</td>
<td>$25</td>
</tr>
<tr>
<td>12. LACC Malpractice Insurance</td>
<td></td>
</tr>
<tr>
<td>a) Term VII</td>
<td>$35</td>
</tr>
<tr>
<td>b) Term VIII</td>
<td>$65</td>
</tr>
<tr>
<td>13. Transcripts</td>
<td></td>
</tr>
<tr>
<td>a) Transcripts, currently enrolled students</td>
<td>$5</td>
</tr>
<tr>
<td>b) Transcripts, all others</td>
<td>$15</td>
</tr>
<tr>
<td>c) Transcripts, active members-Alumni Association</td>
<td>$10</td>
</tr>
<tr>
<td>14. Duplicates of Diplomas and Certificates:</td>
<td></td>
</tr>
<tr>
<td>a) Doctor of Chiropractic Diploma</td>
<td>$75</td>
</tr>
<tr>
<td>b) Masters of Acupuncture &amp; Oriental Medicine Diploma</td>
<td>$75</td>
</tr>
<tr>
<td>c) Delta Sigma Certificate</td>
<td>$50</td>
</tr>
<tr>
<td>d) Dean’s List Certificate</td>
<td>$50</td>
</tr>
<tr>
<td>e) Certificate of Internship</td>
<td>$50</td>
</tr>
<tr>
<td>f) Shipping Fee for Certificates (outside continental USA)</td>
<td>$10</td>
</tr>
<tr>
<td>15. Late Filing</td>
<td></td>
</tr>
<tr>
<td>(State Board and National Board)</td>
<td>$50</td>
</tr>
<tr>
<td>16. Tuition Installment Plan Fee</td>
<td>$50</td>
</tr>
<tr>
<td>17. Graduation – DC Program</td>
<td>$100</td>
</tr>
<tr>
<td>(Payable in increments of $20 in Terms VI-X)</td>
<td></td>
</tr>
<tr>
<td>18. Graduation – AOM Program</td>
<td>$100</td>
</tr>
<tr>
<td>19. Re-Take Exam</td>
<td>$100</td>
</tr>
</tbody>
</table>
Other Costs
The cost of books, per trimester, varies each term, with an average of approximately $500. Equipment, such as a microscope and diagnostic instruments, is estimated to cost about $1,200.

Health Care Programs
Student Health Care Program
The University provides chiropractic and acupuncture/oriental medicine health care to all students in the University Health Centers. Chiropractic care consists of the following:
1. Consultation on matters of health;
2. Examination;
3. Treatment, including adjustment and physiologic therapeutics;
4. Nutritional supplements at a discount;
5. X-rays will be charged at a discount.

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

Student Family Health Care Program
The University Health Centers, a service of Southern California University of Health Sciences, offers a “Student Family Health Care Program” to the immediate family members of our student body. Once enrolled in the program, this health care program includes both Chiropractic and Acupuncture and Oriental Medicine services for a nominal fee in one of University Health Center locations. Personal Injury, Workers’s Compensation and Medicare eligible individuals are excluded from participation in the program. For more information about our “Student Family Health Care Program”, please contact the University Health Center and/or the Director of Health Services and Operations.

(All X-rays, laboratory reports and other clinical records are the sole property of the University’s health centers.)

Health and Accident Insurance
Information regarding this insurance is provided through the Student Activities Office.
Financial Aid Program

It is the policy of Southern California University of Health Sciences to assist students as fully as possible to afford a health sciences education. The Financial Aid Office is available to help students secure funds through various aid programs. Programs include: scholarships, which are based on need or academic excellence; student loans, which must be repaid; and federally funded part-time work study.

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

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

Legacy Scholarship
A 5% tuition discount will be awarded to all direct line descendents (children and grandchildren) of SCU (LACC and CAOM) graduates.

Endowed Scholarships
The following scholarships are available as the result of generous donations to SCU. The scholarships will be awarded based on investment earnings from these endowed programs:

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

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

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

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

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

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

Dr. Matthew A. Snider Scholarship
This scholarship was established to recognize students with strong character and a personal philosophy of chiropractic. Applicants must be in their seventh term or above with a minimum GPA of 3.3 at the time the scholarship is awarded.
**Dr. Shui-Sheng Wu Scholarship**
This scholarship is available to full time students on the college of Acupuncture and Oriental Medicine who maintain an accumulated GPA of 3.5 and who are active in AOM clubs on campus or at the state or national level.

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

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

**Other Scholarships (Not exclusive to SCU)**

**American Chiropractic Auxiliary to the American Chiropractic Association**
Provides funds to SCU for grant assistance. Awards range from $250 to $750. Financial need, academic achievement and contribution to the University as well as the alternative health care profession qualify recipients. Available to students between the third and eighth terms.

**California Chiropractic Association California Chiropractic Foundation Scholarship**
Offers several $1,000 scholarships to student CCA members. Students must be attending an accredited chiropractic college in California, be in fourth term or above and have a GPA of 3.0 or higher.

**New Jersey Chiropractic Society**
Offers a $1,000 scholarship to students who have a GPA of 3.0 or higher and who plan to practice in New Jersey.

**New York Chiropractic Council**
Available to full-time chiropractic students. Demonstration of financial need and research paper required. The student must be a resident of New York planning to practice in New York.

**The Pennsylvania Chiropractic Society Auxiliary**
Available to Pennsylvania residents, this organization offers several $500 scholarships to students in sixth term and above, based on scholastic aptitude, economic need and character qualities.

In the past, awards have also been made available by the Florida Board of Chiropractic Examiners, the Louisiana Flynn Chiropractic Health Clinic and the New Hampshire Chiropractic Education and Research Fund. In addition, students have received awards from various state chiropractic associations such as South Dakota Chiropractic Foundation, Kansas Chiropractic Auxiliary and Wisconsin Chiropractic Association Foundations, Inc. Such awards may become available from time to time. Students are encouraged to contact their state and local chiropractic societies for current availability of aid.

**Additional Private Scholarships & Grants**
Other sources of aid are available through religious, ethnic, social, service and/or civic organizations. Students at SCU have received funds from groups such as those listed below. Interested persons are encouraged to seek out options in the reference material maintained in the Financial Aid Office and from the reference section of their local public and college libraries.

- American Business Women
- California PTA Loans
- Canadian Student Loans
- Illinois Hospital Association
- Indian Health Employees Scholarship Fund
- Jewish Vocational Service
- Lutheran Church Women's Scholarship Fund
- Santa Barbara Foundation

**Loans**
The loan programs described here are the main programs utilized by SCU students. Loan applications are available from the Financial Aid Office. Students who have borrowed previously must complete the Free Application for Federal Student Aid (FAFSA) each year, but do not have to complete additional loan application forms. Loan consolidation programs exist to help students manage repayment after graduation.
Subsidized Federal Stafford Loan Program
This federal low interest loan is obtained through private lenders (banks, savings and loan, credit unions, etc.) and offers graduate students $8,500 per academic year. The cumulative maximum a student may borrow is $65,500 when combined with undergraduate level loans. The interest rate is fixed at 6.8% effective July 1, 2006. The federal government pays accrued interest during enrollment.

After graduation, there is a six-month grace period before repayment begins. Up to 10 years can be taken to repay this loan under the standard payment plan. Repayment plans allowing additional time to repay the loans are available under the variable or adjustable repayment plans.

Unsubsidized Federal Stafford Loan
This federal loan has the same terms and conditions as the Subsidized Federal Stafford Loan, except that the borrower is responsible for the interest that accrues while he/she is in school. The cumulative maximum a student may borrow to study in the acupuncture program is $138,500 when combined with undergraduate level loans and all Subsidized Federal Stafford Loans. Students enrolled in the chiropractic program are eligible to borrow additional funds up to $189,125, including undergraduate and graduate subsidized and unsubsidized Stafford Loan funds.

After graduation, there is a six-month grace period before repayment begins. Up to 10 years can be taken to repay this loan under the standard repayment plan. Repayment plans allowing additional time to repay the loans are available under the variable or adjustable repayment plans.

Private Loan Programs
Private supplemental education loan programs, such as the NellieMae Graduate Excel and the Canadian Chiroloan, are designed to help meet the cost of higher education. These loans are based upon an individual’s credit history and, in some cases, projected future earnings. Graduate students can defer both interest and principle while in school.

Tuition Assistance Program
This plan offers to International Students a limited number of on-campus jobs that are funded by the University. Payment is in the form of a credit toward tuition costs and normally does not exceed $1000 per trimester for one student.

Tuition Payment Options
Some special payment provisions and tuition reduction options are available for students. See “Methods of Paying Tuition.”

The Application Process
To be awarded financial assistance, a student’s file must contain certain federally required documents, any necessary verifying forms or statements to resolve possible discrepancies, and the specific scholarship and loan applications. Students with prior student loans from an out-of-state lender should secure those applications from their original lender.

Any questions, concerns or inquiries about financial assistance or the application process can be made by contacting the financial aid staff by calling 1-800-221-5222, extension 360.

Activating a File
Loan applications may not be processed until a student has been accepted for admission and all required documents are received.

Southern California University of Health Sciences

Federal Work Study (FWS) Program
The FWS Program is federally and institutionally funded and designed to provide students with additional support to meet the costs associated with their education. Students are compensated by regularly paychecks disbursed monthly.

Employment
The Financial Aid Office coordinates all on-campus student employment. All students with a GPA of 2.0 or higher are eligible to apply for positions in one of the programs described below. Applications are accepted on an ongoing basis.

Default Rate
Southern California University of Health Sciences has a .4 default rate for the federal cohort year 2001, the most recent year information is available.
The following documents are required to establish a financial aid file:
—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. This form is completed online at www.fafsa.ed.gov. Request a copy of the results be forwarded to SCU by using the federal school i.d. code of 001229.
—A loan entrance interview must be conducted and documented prior to processing any loan application. This process informs the student of aid terms, rights and responsibilities and repayment information. Students visit the SCU website under loan counseling to complete this process online.

Verification of identity must be confirmed by presenting the following: social security card, driver’s license and United States Citizenship Immigration Service documents, if appropriate.

All male US citizens, born since 1960, who wish to receive financial aid must be registered with the Selective Service.

Either the Department of Education or SCU may select a student for a process called “verification.” This means that, upon request, the student must provide documentation of information used to determine eligibility for assistance. Such information will include, but is not limited to, income, federal income tax paid, household size, number of family members enrolled in post-secondary education at least half-time and certain untaxed income and benefits received. When all documentation is received and no conflicting information exists, the applicant will receive an award letter.

**Receiving Funds**

The amount of aid a student may receive depends on financial need. Need is the difference between cost of education and the student’s expected family contribution. The costs consist of tuition, fees, books, supplies, room and board; the sum of these costs is the educational budget. Budget amounts are constructed by the Financial Aid Office and are standardized to provide for consistency and equity in evaluating the needs of students in similar circumstances. In a few cases, exceptions to the budget may be permitted. Generally, these will be for emergency or exceptional situations such as medical costs. Budget figures are reviewed annually.

Basic expenses for the 2004-2005 period are listed below.

<table>
<thead>
<tr>
<th>Two Trimesters</th>
<th>DC</th>
<th>AOM*</th>
</tr>
</thead>
<tbody>
<tr>
<td>Tuition and Fees</td>
<td>$14,532</td>
<td>5,166</td>
</tr>
<tr>
<td>Books and Supplies</td>
<td>$1,796</td>
<td>404</td>
</tr>
<tr>
<td>Local Transportation</td>
<td>$1,900</td>
<td>1,900</td>
</tr>
<tr>
<td>Room and Board: Living with Parents</td>
<td>$2,604</td>
<td>2,604</td>
</tr>
<tr>
<td>Living on Own</td>
<td>$8,534</td>
<td>8,534</td>
</tr>
</tbody>
</table>

(* Assumes student takes 12 credits per trimester)

It should be noted that students may incur incidental costs related to this program. These may include expenses for a microscope, diagnostic equipment and professional seminars.

According to federal guidelines, SCU will determine need for a subsidized Stafford Loan before awarding any unsubsidized loan for all students. SCU adopts an “equity” packaging philosophy which, in effect, presumes that each student will be responsible for a minimum contribution. The bulk of aid available to SCU students are loans, so current practices emphasize budget planning. SCU’s philosophy includes the concept of meeting full need, as desired by students. Packaging aid is a cooperative effort with the student rather than a statement of institutional standards across the board. The results are to bring the students firmly and actively into the decision-making process for determining their aid and financial arrangements while assigning them the responsibility for the aid received.

**Deadlines**

In general, a student should submit an application for aid 90 days prior to intended use of funds. Scholarship deadlines may occur as much as a year in advance.

**Receiving Financial Aid Monies**

To receive payment from financial aid sources, students must be currently enrolled and must be
making satisfactory academic progress. All payments must be picked up by students at the Business Office.

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

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

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

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

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

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

Understanding Responsibilities Associated with Aid

Changes
Students are responsible for notifying the University and educational loan providers of any changes in name, address, phone number, 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’s Office or the Financial Aid Office.

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.

Satisfactory Academic Progress
Students must make satisfactory academic progress, according to SCU and federal specifications, in order to receive financial aid monies by:
1. Maintaining a cumulative GPA of 2.0 or better
2. Enrolling in eight or more trimester units per term
3. Maintaining sufficient progress to complete the doctor of chiropractic degree in six calendar years beginning with initial matriculation or four and one third years beginning with initial matriculation for the masters in acupuncture and oriental medicine.

A student normally will complete the academic program within 10 trimesters, or 3-1/3 calendar years (equivalent to five academic years of study). When requested, students may extend their education beyond this limit, but remain within the six calendar years limit for completion of the Doctor of Chiropractic degree and three years for the Master of Acupuncture and Oriental Medicine. Normal progress through the extended program of study is defined as a student who is enrolled in at least 50% of the standard units per term. The Financial Aid Committee will consider exceptions to this through a review.

“Special” students are those whose unit load per term will vary from the norm based on scheduling matters and/or transfer credit considerations. Ex-
ceptions will also be allowed in other mitigating circumstances.

The student whose cumulative GPA falls below 2.0 will be allowed to continue on aid for a maximum of two terms before financial aid is suspended for failure to maintain satisfactory progress toward a degree objective. The student receiving Veterans Affairs (VA) benefits will be allowed to continue for only one term before financial aid, which includes VA benefits, is suspended. The student that fails to maintain satisfactory progress will receive a financial aid probation notice detailing both the consequences of probation and the importance of raising the cumulative GPA to an acceptable level. If aid is suspended the student must raise his/her cumulative GPA to at least 2.0 for reinstatement.

The student whose academic history indicates an inability or unwillingness to progress through the curriculum may also be regarded as failing to meet reasonable academic progress standards. These include situations such as continued or numerous withdrawals, postponement of graduation and repeated failure to maintain minimum GPA standards.

The student has the right to appeal the suspension or termination of aid, particularly in the case of extenuating circumstances. If the student is suspended or dismissed from the University for any reason, his/her aid eligibility will be terminated.

Use of Money
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.

Veteran’s Services
Questions regarding Veteran’s Benefits should be directed to the certifying official in the Office of Financial Aid. A student previously enrolled at another educational institution should complete a “Request for Change of Program or Place of Training” form, which may be obtained from the Financial Aid Office or online at www.va.gov.

Regular attendance in all class sessions is a primary obligation of a student. The condition of payment by the Veteran’s Administration of Educational Benefits is based upon actual attendance and satisfactory progress. The minimum Cumulative Grade Point Average (CGPA) for graduation is 2.0 on the basis of a 4.0 scale for an “A.” A “C” (GPA 2.0) average is required for each trimester. No student will be considered to have made satisfactory progress when failing a course, or receiving no credit, including incompletes, or withdrawing from all subjects undertaken, except when there are extenuating circumstances. Extenuating circumstances for withdrawal are defined as compelling reasons that were unpredictable at the time of registration.
Student Affairs

Student Life
The Office of Student Affairs provides quality programs, services and events that promote learning and development and enhance graduate student life. We advocate for student concerns, enrich student learning, encourage student involvement and promote educational programs directed at professional development and preparing students to be contributing members of a diverse society. We encourage community engagement with a variety of social, technique, political, religious and humanitarian clubs and organizations. The Associated Student Body is the primary student leadership program with the goal of maximizing student learning and personal and professional opportunities. Students can attend lectures from prominent alternative health professionals, apply their skills in diverse communities, meet state and federal congressman to discuss and promote alternative health care, cultivate herbs in the campus garden, and much more. SCU offers a proud tradition of competitive and social opportunities for students through their intramurals and recreations programs. The campus offers students recreational activities with tennis courts, indoor/outdoor volleyball courts, basketball courts, weight room, cardiovascular equipment, soccer fields and a track. To learn more about the program and services offered to our students please visit the Office of Student Affairs.

Student Leadership
The Office of Student Affairs encourages community engagement with a variety of social, technique, political, religious and humanitarian clubs and organizations. The University provides numerous leadership opportunities as well as self-governance structures in clubs and organizations. Students participate on many of the universities committees too.

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

Educational Advancement Committee (EAC)
The EAC provides a forum for students to share and exchange ideas and concerns about their academic experiences. The areas of focus for the EAC include the broad overall program of study, curriculum, academic resources, course objectives, teaching methods, the academic schedule, and assessments for specific classes.

Council on Clubs and Organizations (CCO)
CCO is a coalition of the various campus groups dedicated to bettering the student life experience. The purpose of CCO is to plan, organize and implement the activities of clubs and organizations. Students can attend lectures from prominent alternative health professionals, apply their skills in diverse communities, meet state and federal congressman to discuss and promote alternative health care, cultivate herbs in the campus garden, and much more.

Cultural Clubs
- Canadian Club (CC)
- Chinese Student Association (CCA)
- Japanese Student Association (JSA)

Political Clubs
- American Acupuncture Oriental Medicine Association (AAAOM)
- Student American Chiropractic Association (SACA)
- Student California Chiropractic Association (SCCA)
- Student International Chiropractic Association (SICA)
- World Congress of Chiropractic (WCCS)

Religious Clubs
- Christian Chiropractic Association (CCA)
- Latter Day Saint Student Association (LDSSA)

Special Interest Clubs
- Acupuncture and Oriental Medicine Association (AOMA)
- Chiropractic and Acupuncture Alliance for Equality (CAAFE)
- Delta Tau Alpha (DTA)
- Helping Hands for Humanity (HHH)
- Journal Club (JC)
- Medicinal Herb Club (MHC)
- Pediatrics Club (PC)
- Team Chiropractic (TP)
Techniques Clubs
Applied Kinesiology (AK)
Gonstead (GC)
Motion Palpation (MP)
Sacral Orbital Technique (SOT)
Sports Injury Council (SIC)

Campus Outreach
The Office of Student Affairs offers many community outreach programs that serve the Los Angeles area and international programs. These programs include annual trips to Bolivia, Taiwan, AIDS Lifecycle and AVON Breast walk monthly trips to Mexico and locally. These community service programs provide students with the opportunity to treat diverse patients and to contribute to communities that are in need.

Campus Recreation
SCU offers a proud tradition of competitive and social opportunities for students through their intramurals and recreations programs. The campus offers students recreational activities with tennis courts, indoor/outdoor volleyball courts, basketball courts, weight room, cardiovascular equipment, soccer fields and a track.

Chesney Student Center
The Chesney Student Center provides student leaders offices, a bookstore and lounge.

Fitness Center
The Fitness center provides a full gymnasium for basketball and volleyball, a weight room and cardiovascular equipment. Programs include personal training, yoga and aerobics classes.

Sports Fields
SCU offers tennis courts, sand volleyball courts, basketball courts, a track and sports fields.

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

White Coat Ceremony
The White Coat Ceremony is a new ritual that celebrates a students success from the preclinical to the clinical aspect of their program.

Graduation
SCU provides a graduation program that effectively acknowledges and celebrates the success of its graduates. There are two graduation ceremonies per year each April and December.

Campus Picnics
ASB sponsors campus community picnics each term.
The ADVANTAGE Program
This dynamic approach to chiropractic education emphasizes professional competencies and student learning outcomes rather than academic subjects. Students participate in varied learning exercises, which focus upon the individual as a self-directed learner. Although students continue to participate in lectures and laboratories, they also spend time in other learning activities including self-directed, problem-based, and large and small group activities where they learn basic and clinical science concepts through clinical case studies.

The ADVANTAGE Program also introduces students to chiropractic principles and clinical skills as early as the first trimester. Students are exposed early on in their education to clinic activities as observers in the Health Center and hands on in technique laboratories so that they begin developing necessary “doctoring” skills.

All courses in the ADVANTAGE Program are integrated and correlated with one another within each trimester and between trimesters to assure an even flow of sequenced learning experiences. The classroom content and activities emphasize essential chiropractic competencies and student learning outcomes through applied learning sessions.

Student Learning Outcomes and Chiropractic Competencies
The student learning outcomes and chiropractic competencies drive every aspect of the ADVANTAGE Program. They reflect the attitudes, values and skills, which embody the “LACC Graduate.” Each student will gain these outcomes and competencies by successfully completing classroom, laboratory and clinical experiences.

The student learning outcomes for SCU are:
Effective Professional
Evidence-Based/Outcomes Focused Practice
Healthcare and Community Integration/Service Communication and Interpersonal Skills

The student learning outcomes for LACC are:
Public Health
Chiropractic Therapies
Professionalism
Critical Thinking
Communication and Interpersonal Skills
Patient Management
Effective Doctor of Chiropractic

The chiropractic competencies are:
Strategic Leadership
History Taking
Physical Examination
Case Management
Practice Management
Diagnostic Studies
Radiological Examination
Health & Wellness
Public Health
Record Keeping
Professional Behavior
Communication
Emergency Care
Research and Medical Informatics
Foundational Health Science Knowledge
Differential Diagnosis
Psycho-social Examination and Management
Chiropractic Manipulative Therapy
Active and Passive Therapies

These student learning outcomes and competencies influence and guide each course in the ADVANTAGE Program. They have become the foundation of all learning experiences. The curriculum at Los Angeles College of Chiropractic is a vigorous academic program. A student can expect to participate in learning experiences from early morning to late into the evening. Each student must establish sufficient time for evening and weekend study during non-class hours allowing students to hone their skills under the direction of licensed doctors. During the last year of clinic rotations, an intern’s clinic assignment and schedule may be changed at the discretion of the supervising doctor to assure that each intern earns the required clinic hours.
Philosophy of the ADVANTAGE Curriculum
Because the curriculum is dynamic, changes are ongoing within the instructional program. Preclinical Chiropractic Procedures courses exceed 600 hours, demonstrating the philosophy that the treatment skills of the doctor are of the utmost importance. Open lab times for student practice are also available under direct supervision of licensed faculty and technique elective courses are available to upper level students. Diagnosis courses have been constructed to equip the student with highly developed diagnostic skills. Basic Science courses utilize an integrated approach to bridge the gap between scientific knowledge and professional experience. They constitute the basis for clinical course work which draws upon this integrated approach to the basic sciences. The curriculum has been structured to provide adequate opportunities for practical and clinical application of theoretical concepts.

LACC Academic Departments
The curriculum of the College is distributed among four departments: Basic Sciences, Principles and Practice, Diagnosis and Clinical Internship. As students progress through the ADVANTAGE curriculum at LACC, they will be involved with each of these departments.

Through a variety of instructional strategies and coursework the ADVANTAGE curriculum provides the student with knowledge in human biology, the principles of chiropractic and the methods of applying those principles to the patient.

The Clinical Internship department has the specific function of fully developing the student into a doctor of chiropractic. To achieve this goal, basic and clinical sciences are integrated into a professional set of skills and competencies. The intern will examine and treat patients in one of the public outpatient or charity clinics maintained by the College. The intern will share with the College the responsibility of the recruitment of patients and share in the experience necessary for the eventual development of a practice. The intern will be prepared to function as a primary contact health care provider fully qualified to graduate. The Los Angeles College of Chiropractic graduate shall also be prepared to function in an expanding and changing world as a private practitioner as well as a member of a team of health care providers serving in a variety of settings.

As the ADVANTAGE Program has matured, the hands-on patient care provided by interns has been enhanced by a number of unique activities designed to expand the clinical knowledge and skills of the interns. These include:

- Programs designed to enhance the intern's skills in the area of business development and practice management;
- Private practice rotations with qualified preceptor doctors as early as trimester eight;
- Clinical skills workshops, including manipulation and adjustive techniques;
- Case rounds designed to allow interns to present cases to other interns and faculty in a small group format;
- X-ray interpretation/oral rounds;
- Written case tutorials;
- Chart review in small group settings or individually;
- Outside guest lecturers (e.g., nutrition, practice building, sports injuries rehabilitation and practice management).

Implementation of the ADVANTAGE Program has also brought a number of facility changes for exercise rehabilitation and active patient care. The purposes are:

1) To promote patients' active participation in their healthcare. This fits well with LACC's emphasis on patient education, health promotion and wellness.

2) To provide classroom instruction in rehabilitation techniques and exercise science.

3) To provide a facility for research in rehabilitation techniques.

The University health center continually upgrades equipment in an effort to maintain state-of-the-art chiropractic care and to fully implement the ADVANTAGE Program. This includes complete radiographic facilities, physical therapy modalities, nutritional assessment instruments and rehabilitation equipment.
Educational Research

The student research experience is integrated through several courses in the basic and clinical sciences and culminates in the clinical internship.

In the first trimester, the fundamental skills of accessing health sciences information are acquired with the assistance of the professional library staff. Students using the various tools of the Learning Resource Center carry out practical exercises. Key concepts of biostatistics and epidemiology are introduced in the Community Health course. Students carry out community health survey projects in this course.

The fundamentals of clinical research design are presented in the Research Methods course. The skills of critical appraisal of the health sciences literature are developed through a series of small group exercises, which focus on evaluation of journal articles dealing with a variety of topics from the usefulness of diagnostic tests to the effectiveness of various patient care interventions. These skills are further developed in chiropractic principles courses. The clinical internship experience presents students with the opportunity to carry out practice-based research. Clinical activities provide experiences in critical appraisal of the literature and support the concept of evidence-based care.

Additional opportunities exist for students to participate in college research activity. Under faculty mentorship, students may serve as research assistants on faculty projects and qualified students may participate as co-investigator in the tenth term teaching preceptorship.

Grades and Academic Progress

The student’s standing in each subject is determined by the combined results of examinations, assignments, classroom work, voluntary collateral work, attendance and application. The following grades and transcript designations indicate the quality of work:

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

Grade Points

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 Committee to determine an appropriate action. (Please see Academic Probation in the Registration section for additional information.)

Examinations

Intraterm examinations in all subjects are given at the discretion of the department concerned and may be written, oral, or practical. Written examinations in all courses are given periodically throughout the trimester.

A student failing any one subject in a trimester will be required to repeat the subject and no hour credit will be allowed until a satisfactory grade is obtained. Course failures will lead to an alteration in normal progress. Academic counseling and special scheduling will be provided to assist the student. Mentoring is required of students in
academic difficulty, and there is a fee for this service. Subsequent failure of courses may result in suspension or dismissal.

**Clinical Evaluation**
The purpose of evaluation is to provide the intern with clear feedback that will establish mutual education goals. This feedback will acknowledge areas of strength but will also identify areas where the intern will be encouraged to grow and further develop his/her skills.

Evaluation and feedback sessions are also used to identify more serious problems that may affect the ability of the intern to progress through his/her internship. Ultimately, this evaluation process will assist in the improvement of the intern's knowledge, skills and attitudes. This will allow him/her to become a competent doctor of chiropractic.

During the course of their internship, students will be required to be in attendance at the clinic throughout the normal trimester break periods unless the clinic is closed. The hours from these periods will be added to the student's clinic requirements.

**Advanced in Courses**
Registration in any one trimester does not entitle a student to register in a subsequent trimester.

Promotion from one trimester to another will be by decision of the Faculty, the Dean, and the Vice President of Academic Affairs based upon careful evaluation of the student's attendance, commitment and conduct, as well as grades on quizzes and examinations.

Upon completion of courses in trimesters I through VI, students will be accepted as interns beginning trimester VII by the Dean of Los Angeles College of Chiropractic and may participate in the “White Coat Ceremony” symbolic of the transition from pre-clinical student to chiropractic intern. Completion of health center internship requirements as established by the California State Board of Chiropractic Examiners, Council on Chiropractic Education and the Internship Manual and syllabi, is necessary for graduation.

**Advancement in Clinical Internship**
Promotion from one term to another in clinical internship is by the decision of the supervising doctor and the department chair upon careful evaluation of each intern's attendance, attitudes, completion of requirements and results of outcomes assessments. A GPA of 2.0, or higher, during each term is required.

**Course Changes**
After completing registration, a student may not change his/her course schedule without notifying the Registrar and obtaining the written consent of the Dean. The Office of Financial Aid will be notified of the changes and the information will be forwarded to the Business Office. Tuition may be adjusted according to tuition refund regulations.

With approval of the Dean and proper completion of the Add/Drop form located in the Registrar's Office, a student may drop a course(s) (Please see Drop a Class in the Registration section for additional information.). No course may be dropped after the tenth week of the trimester.

**Health Center Assignment**
Students will have the opportunity to indicate their preference for health center assignment prior to the eighth trimester. While considering these preferences in assigning interns, the College will reserve the right to make the final assignment.

In addition, students participate in rotations at local community health centers, homeless shelters, and other student health centers on college campuses, HIV clinics, etc. (Please see LACC Outpatient Health Center System in the Community and the Campus section for additional information.)

**Community Based Internship**
This consists of Private Practice Rotations, preceptorships, and Optional Clinical Preceptor Training

**Private Practice Rotations**
Participate in private practice rotations early in the internship. All interns become acquainted with office procedures and patient management methods as utilized in the private practice of a licensed doc-
tor of chiropractic. These rotations are designed to introduce interns to the realities of private practice and the knowledge and skills that will help them become a successful practitioner.

**Preceptorship**
Preceptorship is a continuation of the private practice rotations except that the intern has met all quantitative and qualitative requirements for graduation with the exceptions of hours.

Preceptor and Private Practice Rotation doctors meet standards of practice as set forth by the Council on Chiropractic Education, the College and the California State Board of Chiropractic Examiners.

**Optional Clinical Preceptor Training**
These may be available for up to one year for recent graduates of Los Angeles College of Chiropractic, and other chiropractic colleges, which hold status with the Council on Chiropractic Education. The program offers graduates active participation in the care of patients in the office of an approved licensed doctor of chiropractic, while pursuing licensure in the state of California.

**Additional Academic Information**

**Awards**
Nominations for institutional, chiropractic and national association programs are coordinated through the Dean's and Registrar’s Offices. These awards include the National Dean's List, Who's Who Among Students in American Universities and Colleges and the California Chiropractic Association Student of the Year.

**Mentoring / Counseling Services**
Academic Counseling is provided to students in academic difficulty at no additional cost. Students in academic difficulty may be required to participate in the Mentoring program. There is a fee for this service.

Outside personal counseling is also available on a referral basis at a reduced rate. (Please see the Student Affairs section for further information.)

**Trimester Schedule Course Identification**
The course identification system is based upon the following format: discipline designation is evident by the first two letters:

- AN = Anatomy/Physiology
- BN = Biochemistry/Nutrition
- CL = Clinical Internship
- CP = Chiropractic Procedures
- DX = Diagnosis
- ID = Integrated Disciplines
- PM = Pathology/Microbiology
- PP = Principles & Practice
- RE = Research
- XR = Diagnostic Imaging
- EL = Elective

The next two digits indicate the term in which the course is offered:

- 01 = Term I
- 02 = Term II
- 03 = Term III
- 04 = Term IV
- 05 = Term V
- 06 = Term VI
- 07 = Term VII
- 08 = Term VIII
- 09 = Term IX
- 10 = Term X

The final two digits indicate the course sequence.

**Trimester Units**
One trimester unit is equal to 15 hours of didactic work (lecture hours) and 30 hours of laboratory or other supervised work. The trimesters are based on a 15-week period. Two trimesters are considered one academic year.
### Representative Trimester Schedule of Classes

#### Doctor of Chiropractic Degree Course Schedule

<table>
<thead>
<tr>
<th>Trimester I (offered Fall and Spring)</th>
<th>Course Number</th>
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### Trimester IX (offered Summer and Fall)

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<td></td>
<td></td>
<td><strong>32 hours/week</strong></td>
<td><strong>16</strong></td>
</tr>
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### Trimester X (offered Fall and Spring)

<table>
<thead>
<tr>
<th>Course</th>
<th>Hours</th>
<th>Credits</th>
<th>Schedule</th>
<th>Notes</th>
</tr>
</thead>
<tbody>
<tr>
<td>CL1001 Clinic Internship III</td>
<td>30</td>
<td>450</td>
<td>15</td>
<td></td>
</tr>
<tr>
<td><strong>Total</strong></td>
<td></td>
<td></td>
<td><strong>30 hours/week</strong></td>
<td><strong>15</strong></td>
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</table>

**Total Program Hours**: 120.7 206 4911 225
Course Descriptions by Department

Department of Basic Sciences

GA0101
General Anatomy I
105 hours/ 5 units
This is a course correlating structural, functional, developmental and clinical aspects of the trunk of the human body. Surface anatomy, body walls, thoracic, abdominal, and pelvic organs and perineum are covered. Instructions include lectures and laboratory sessions based on dissection of human cadavers.
Prerequisites: Admission to LACC.

AN0104
Functional Anatomy & Biomechanics I
90 hours/ 5 units
This course addresses structure, function, biomechanics and clinical concepts of the human spinal column and pelvis. Emphasis is placed 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 and small group discussion sessions. Laboratory activities will include dissection, the study of pre-dissected materials and models, and problem-based small group discussions.
Prerequisites: Admission to LACC

GH0101
General Histology
45 hours/ 2 units
The course is devoted to the study of the microscopic structure of cells and basic tissues of the human body with emphasis on the nervous, muscular and skeletal tissues. Instruction is carried out in lecture and laboratory sessions. Labs include computerized slide presentations, computer slide shows, and small group discussions. The course is primarily concerned with the relationship between microscopic structure and function, which is one of the chiropractic principles underlying health and disease states. Clinical applications are also highlighted to demonstrate relevance to future clinical experiences.
Prerequisites: Admission to LACC.

AN0205
Functional Anatomy & Biomechanics II
105 units/ 5 units
This course addresses structure, function, biomechanics and clinical concepts of the human appendicular system. Emphasis is placed on the interrelationships between structure and function as well as biomechanical principles associated with the appendicular musculoskeletal system. Joint mechanics, muscle kinetics, and the biomechanics and evaluation of gait are discussed. Course instruction includes lectures, human dissection and small group discussions. This course also contributes content to the integrated small-group case tutorials in Clinical Chiropractic II.
Prerequisites: Admission to LACC.

GA0201
General Anatomy II
105 units/ 5 units
This is a course correlating structural, functional, developmental, and clinical aspects of the head and neck of the human body. Surface anatomy and landmark of the cranium, face and neck; special senses and surface anatomy of the brain are covered. Instruction includes lectures and laboratory sessions. The laboratory sessions emphasize human dissection and include small group discussions
Prerequisites: Admission to LACC

BN0102
Human Biochemistry
90 hours/ 5 units
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, enzyme cofactors, carbohydrates, lipids and nucleic acids. The normal and abnormal metabolisms of intermediate compounds are discussed. Pathways of energy utilization are emphasized. Examples of the roles of hormones, enzymes, vitamins, minerals and metabolites in regulating and maintaining the biochemical functions of the body are presented. Instruction includes lectures, clinical-correlation studies, laboratory exercises and homework assignments.
Laboratory activities are designed to develop the student's ability to solve problems independently and to apply knowledge clinically. Correlation of biochemistry to the human body structure, normal and abnormal body conditions, nutrition and diagnosis are stressed.
Prerequisites: Admission to LACC.

BN0303
Biochemical Nutrition
60 hours/ 4 units
This is a basic nutrition course that deals with the following aspects of human nutrients: chemistry, food source, storage in the body, mobilization, function, daily requirement, interaction, and the signs of deficiency or toxicity. Biochemical actions of nutrients are emphasized. Principles of nutrition, recommended dietary allowances, various dietary guidelines, and important nutrition issues for the various stages of the life cycle, 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, assigned topic presentations by students, group discussion in the Patient’s Week, videotape presentation, and homework assignments.
Prerequisites: Human Biochemistry.

PM0302
General & NMS Pathology
60 hours/ 4 units
The course introduces the student to the basic aspects of disease, including etiology, pathogenesis, morphological changes and functional abnormalities. Emphasis is on the fundamental processes involved and their relationships to clinical presentation. The functions of the immune system and selected immunological disorders will be discussed. Teaching methods include audio-visual presentations during lectures, and correlation with clinical cases.
Prerequisites: General Anatomy I and II, General Histology, Functional Anatomy & Biomechanics I & II; concurrent enrollment in, or previous completion of, Systemic Physiology, & Systemic Histology and Biochemical Nutrition.

PM0403
Community Health
60 hours/ 4 units
The course is designed to promote the acquisition of knowledge & attitudes appropriate to the field of Public & Community Health. It realizes that community health is not a single specialty but consists of a number of fields, each of which makes its own special contribution to the common cause. Various talents and special areas of expertise come together to comprise the public health team. They require a common base from which to operate and a common understanding of community health objectives and public health methods. Students are made aware of their obligations and also obligations of their associates to help in the resolution of complex community health problems.
Prerequisites: General & NMS Pathology, concurrent enrollment in, or previous completion of Clinical Microbiology & Immunology.

SH0301
Systemic Histology
45 hours/3 units
The course is devoted to the study of the microscopic structure of organs of various systems of the human body. Instruction is carried out in lecture and laboratory sessions. Labs include computerized slide presentations, computer slide shows, and small group discussions. The course is primarily concerned with the relationship between microscopic structure and function, which is one of the chiropractic principles underlying health and disease states. Clinical applications are also highlighted to demonstrate relevance to future clinical experiences.
Prerequisites: General Histology

SP0301
Systemic Physiology
90 hours/5 units
This course is devoted to the study of the function of the digestive, circulatory, respiratory, excretory 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 will be discussed to introduce the student to abnormalities of each system. Course instruction includes lectures, laboratories, and small-group discussions.

Prerequisites: General Anatomy I & II and Neuroscience

PM0406
Clinical Microbiology & Immunology
90 hours/ 5 units
In the course the student will learn about classification and identification characteristics of the different micro-organisms (bacteria, viruses, fungi and parasites). The antigenicity, pathogenicity, mode of transmission, clinical manifestations and laboratory diagnosis of these micro-organisms will be discussed. Emphasis will be on microbial disease mechanisms and their clinical manifestations. The student will also be able to describe those infectious processes that require emergent care. The functions of the immune system and selected immunological disorders will be discussed. The Lab will reinforce the lecture material by way of clinical case discussion, demonstrations of selected micro-organisms and performance of some commonly utilized office procedures. The lecture and lab will utilize audio-visual presentations.

Prerequisites: General Anatomy I & II, Systemic Physiology, General & Systemic Histology, Human Biochemistry, and General & NMS Pathology.

PM0405
Systemic Pathology
75 hours/ 5 units
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, management, prevention and health promotion. Teaching methods include audio-visual presentations during lecture, lab study for relevant macroscopic and microscopic changes occurring in disease as well as clinical case presentations and discussion.

Prerequisites: General & NMS Pathology, General Anatomy I & II, General & Systemic Histology, Systemic Physiology, concurrent enrollment in, or previous completion of Clinical Microbiology & Immunology.

BN0507
Clinical Nutrition
90 hours/ 5 units
This course is devoted to the integration of nutritional protocols in the treatment of clinical conditions. Students learn to use nutritional assessment in clinical practice. Emphasis is placed on the specific conditions most frequently encountered by the Doctor of Chiropractic. Prevention and dietary management for care will be discussed. Course instruction includes lectures, laboratories, guest presentations, case presentations and discussion, as well as independent learning exercises.

Prerequisites: Biochemical Nutrition.

BS0501
Review In Basic Sciences (RIBS)
21 hours/1.5 units
This is an advanced course designed to review the material within the topics of General Anatomy, Spinal Anatomy, Physiology, Biochemistry, Pathology and Microbiology/Public Health. Teaching methods include lectures, demonstrations, assessment review and problem based large group discussions.

Prerequisites: all courses in terms one through four.

Department of Principles and Practice

CP0102
Chiropractic Procedures I – Axial Skeleton Assessment Procedures (ASAP)
60 hours/ 2 units
This laboratory course is designed to develop the skills to touch, feel, identify and evaluate the bony and soft tissue structures of the spine, pelvis and occiput. Visual analysis is demonstrated and practiced to observe the relationships of the locomotor system. Postural analysis, static palpation and motion palpation are integrated to form the basis for a structural evaluation of the spine and pelvis.

Prerequisites: Admission to LACC.

CP0203
Chiropractic Procedures II – Assessment Procedures for the Extremities (APE)
60 hours/ 2 units
This laboratory course is designed to develop the skills necessary to touch, feel, identify and evaluate the bony and soft tissue structures of the upper and lower extremities. Spinal and pelvic palpation skills are practiced and a mechanism for recording findings is introduced. Normal and abnormal joint motion is differentiated. Examples of neurological and muscular dysfunction are correlated with palpation findings. This course also contributes content to the integrated small-group case tutorials in Clinical Chiropractic II.

Prerequisites: Chiropractic Procedures I

CP0305
Chiropractic Procedures III – Soft Tissue and Mobilization Procedures (STAMP)
105 hours/ 4 units
This laboratory and lecture course focuses on articular and soft tissue procedures, which are complementary to the chiropractic adjustment. Mobilization techniques for the spine and extremities are presented and practiced. A variety of soft tissue treatment techniques are explored. Static and dynamic palpation, postural and gait analysis, and muscle function testing are presented as part of the development of an overall musculoskeletal analysis. Emphasis in lab is placed on skills development. The lecture series focuses on the history and scientific basis for the soft tissue and mobilization techniques that are taught.
Prerequisites: Chiropractic Procedures I & II and Functional Anatomy & Biomechanics I & II.

CP0406
Chiropractic Procedures IV – Adjustive Procedures for the Pelvis, Lumbars and Lower Extremities (APPLLE)
135 hours/ 5 units
This course is designed to train the student in the evaluation and treatment of abnormal articular relationships of the pelvis, lumbar spine and lower extremities, long and short lever diversified techniques are emphasized. Postural and visual analysis, static and motion palpation, functional muscle testing, applied biomechanics, and radiographic interpretation are correlated to provide the student with a comprehensive and integrated approach to low back and lower extremity analysis. Side posture, supine, prone and seated techniques are presented. Pelvic blocking, muscle balancing and reflex procedures are taught as complimentary to adjustive techniques. Lectures are designed to present relevant background information for procedures presented and practiced in the lab. Round Table discussion will focus on clinical application and case management of selected significant conditions affecting the low back and lower extremity. Prerequisites: Chiropractic Procedures III.

CP0506
Physiologic Therapeutics I
45 hours/ 2 units
The primary objective of the course work in physiological therapeutics is that aspect of chiropractic practice, which involves the diagnosis, and treatment of body dysfunction utilizing various forms of mechanical, thermal, and electrical agents that are in common use. The course is also intended to enable the student to develop rational treatment objectives, establish an effective treatment plan, and effectively apply selected treatment modalities for a variety of conditions. The course utilizes both lecture and lab exercises.
Prerequisites: Chiropractic Procedures IV, General & NMS Pathology , and Neuromusculoskeletal Diagnosis I.

CP0509
Chiropractic Procedures V – Adjustive Procedures for the Thoracics, Cervicals and Upper Extremities (APTCUE)
135 hours/ 5 units
This course is designed to develop the knowledge, skills, and behaviors necessary for the treatment of articular dysfunctions of the cervical spine, temporomandibular joint, glenohumeral joint, acromioclavicular joint, sternoclavicular joint, and scapulothoracic articulation. Diversified (integrative) adjustive techniques are emphasized. Postural and visual analysis, static and motion palpation, functional muscle testing, applied biomechanics, and radiographic interpretations are correlated to provide the student with an integrated approach to analysis and treatment. Lectures are designed to present information relevant to procedures taught and practiced in the lab. The management of select clinical cases will be presented to illustrate the clinical application of adjustive and other treatment procedures.
Prerequisites: Chiropractic Procedures IV.
CP0608  
*Physiologic Therapeutics II*  
60 hours/3 units  
The primary goal of the course is to develop an understanding of exercise techniques that are used in the rehabilitation of chiropractic patients. The course is also intended to enable the student to develop rational treatment goals and to establish an effective treatment plan for a variety of common conditions. As part of any efforts to rehabilitate patients with musculoskeletal conditions, emphasis will be placed on methods of prevention, both at home and in the workplace. The course utilizes both lecture and laboratory exercises.  
Prerequisites: Chiropractic Procedures III, IV and V and Neuromusculoskeletal Diagnosis I & II.

CP0610  
*Chiropractic Procedures VI – Review of Adjustive Procedures (RAP)*  
60 hours/2 units  
This laboratory course provides an overview and application of chiropractic procedures taught in the LACC core curriculum. Case scenarios are used to enhance clinical suitability of procedures, and advanced forms of chiropractic procedures and their modifications are discussed, demonstrated, and practiced under supervision.  
Prerequisites: Chiropractic Procedures IV and V

CP0715  
*Chiropractic Procedures VII – Specialized Chiropractic Procedures (SCP)*  
60 hours/3 units  
This laboratory and lecture course focuses on specialized chiropractic procedures designed specifically to complement adjustable procedures previously learned. Analytical tools are taught for critically evaluating the myriad of "techniques" practiced under the name of chiropractic. Valuable treatment procedures are presented based on their rationale, their useful clinical application, their compatibility with diversified techniques, and their prevalence in the chiropractic profession.  
Prerequisites: Chiropractic Procedures III, IV, V and VI

The objective of this course is to competently perform a diagnostic and functional assessment of the extremities. The course is also intended to enable the student to set-up and modify treatment plans and exercise programs as needed. The course utilizes a variety of active learning methodologies and lab exercises, including case based scenarios.  
Prerequisites: Physiologic Therapeutics II, Chiropractic Clinical Applications, and Differential Diagnosis I.

PP0103  
*Introduction to Ethics and Professional Behavior*  
15 hours/1 unit  
This blended distance learning course introduces the student to the fundamental concepts of ethics in a health care education environment. The purpose of the course is to increase the awareness of ethics as a student in a health care profession. It is designed to enable the student professional-in-training to develop a personal baseline for the skills necessary for the successful interpersonal patient/colleague relations. It is also intended to assist the student in resolving ethical dilemmas by applying problem solving techniques. The methods of instruction will include lectures and participation in interactive cases and discussion groups.  
Prerequisites: Admission to SCUHS

PP0102  
*Fundamental Concepts of Chiropractic*  
30 hours/1 unit  
This course is designed to develop an understanding of the various aspects of chiropractic, including its practice and philosophy, the role of the doctor of chiropractic and the chiropractic profession in today’s health care setting.  
Prerequisites: Admission to LACC.

PP0204  
*The Evolution of Health Care*  
30 hours/2 units  
This course is designed to acquaint the student with the origin, development and future of today's health care system, with an emphasis on the role of alternative therapies. Slide/lecture presentations, reading assignments, guest presentations and class participation are key learning methodologies used in this course.  
Prerequisites: Admission to SCUHS.
PP0304
*Philosophy and Reasoning in Chiropractic*
30 hours / 2 units
The successful student in this course will 1) develop an understanding of the relationships among the art, science, and philosophy in chiropractic, 2) explore and understand ways of knowing in the healing arts, including the use of informal logic and reasoning, and 3) understand and discuss the continuum of thinking in chiropractic today. The ultimate goal is to guide the student in rational decision making to maximize patient-centered health care in chiropractic practice.
Prerequisites: Fundamental Concepts of Chiropractic, and The Evolution of Health Care.

PP0510
*Scientific Basis of Chiropractic*
60 hours / 4 units
This lecture course is designed to develop an understanding of the scientific basis of the chiropractic model of health care, as well as the significance and scientific support for the therapeutic tools used by chiropractors.
Prerequisites: Philosophy & Reasoning in Chiropractic, Systemic Pathology, Chiropractic Procedures IV, Neuromusculoskeletal Diagnosis I, and The Evolution of Health Care.

PP0601
*Practice Management I*
30 hours / 2 units
This course is designed to teach the management skills required to minimize legal liability in practice. The focus of this course is on medical legal issues including, but not limited to: patient documentation, doctor liability, legal obligations and responsibilities, and malpractice. Strategies for sending and receiving inter and intra professional collaborative care and referrals are presented.
Prerequisites: Concurrent enrollment in Clinical Chiropractic Applications and Ethics

PP0606
*Ethics in Chiropractic*
30 hours / 2 units
The purpose of this course is to increase the awareness of ethics in the chiropractic profession. It is also intended to assist the student in resolving ethical dilemmas by applying problem solving techniques.
Prerequisites: Fundamental Concepts of Chiropractic.

PP0702
*Practice Management II*
30 hours / 2 units
This course is designed to teach the office management skills required by the graduating Doctor of Chiropractic in preparing to open a practice. These learned skills are to include analyzing locations and area demographics, creating a practice plan, developing various financial accounting systems, networking with other health care providers, and communicating with the patient to assure treatment compliance and continuity of care. The course is to include lecture presentations, class discussion, overhead projection/slide presentation/video presentations and self-directed course projects.
Prerequisites: Practice Management I, Ethics in Chiropractic, and Clinical Chiropractic Applications

ID0101
*Clinical Chiropractic I*
30 hours / 1 unit
This course is designed to introduce the student to basic aspects of clinical chiropractic practice. Emphasis is placed on effective verbal and written communication and interpersonal skills during the patient interview, the doctor-patient relationship, and record keeping at an introductory level. Emphasis is also placed on the use of essential medical terminology in the course of clinical practice. Selected topics related to case management are discussed.
Prerequisites: Admission to LACC

ID0202
*Clinical Chiropractic II*
30 hours / 1 unit
This laboratory course is designed to focus on the various components of clinical decision-making. Topics to be discussed include the case history, treatment plan, record keeping, and patient compliance. Emphasis will be on the concepts fundamental to evaluating a patient and developing an appropriate diagnosis. The need for a management plan that will address the patient's condition will be presented.
Prerequisites: Clinical Chiropractic I.
RE0503  
Research Methods  
30 hours/2 units  
This course is designed to develop students’ practical skills in clinical problem solving by reading and appraising published health sciences literature for its validity (closeness to truth) and usefulness (clinical applicability). At the same time, the course will introduce the student to the application of key basic concepts in clinical epidemiology, 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 chiropractic care. Interactive lectures and small group critical appraisal activities along with reading and writing assignments are the key learning methodologies.  
Prerequisites: Philosophy & Reasoning in Chiropractic.

EL0800  
Graston Technique Instrument Assisted Soft Tissue Mobilization (GISTM)  
15 hours/1 unit  
A technique laboratory course that combines instrument-assisted soft tissue mobilization (GISTM) with a targeted exercise program to address connective tissue dysfunction. The technique uses patented stainless steel instruments that are designed to adapt to the various anatomical confirmations of the body. GISTM is advancement in soft tissue mobilization that allows the clinician or student to detect and treat soft tissue dysfunction that could cause pain, weakness and functional limitation for the patient. The instruments are designed to provide an adjunct to a clinician’s or students hands and developing good manual skills is crucial to the success in using this technique. Hands on application using the instruments will be stressed as part of the overall program.  
Prerequisites: Successful completion of terms 1 through 7 and concurrent enrollment Clinical Internship 1, 2, or 3

EL0805  
Cox Technique  
18 hours/1 unit  
This lecture, laboratory, and self directed learning integrative technique course combines instrument-assisted Cox Flexion Distraction Decompression® with the use of nutrition, modalities, and rehabilitation exercises to treat pain in the spine and extremities. This course satisfies the Part 1 requirement towards a Cox Certification.  
Prerequisites: Successful completion of terms 1 through 7 and concurrent enrollment in Clinical Internship.

Department of Diagnosis

DX 0303  
Introductory Physical Exam Skills:  
90 hours/4 units  
Introductory Physical Exam Skills is an introductory 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, select and 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: General Anatomy I & II and Clinical Chiropractic II

DX0404  
Neuromusculoskeletal Diagnosis I  
90 hours/4 units  
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.  

DX0504  
Neuromusculoskeletal Diagnosis II  
90 hours/4 units
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: Neuromusculoskeletal Diagnosis I.

DX0601
Clinical Laboratory Diagnosis
30 hours/2 units
This course is designed to develop a basic understanding of clinical laboratory procedures. Prerequisites: Anatomy-Physiology-Histology II & III, Human Biochemistry, General & NMS Pathology, Systemic Pathology, Clinical Microbiology & Immunology, Neuromusculoskeletal Diagnosis I & II, and concurrent enrollment in Differential Diagnosis I.

DX0613
Differential Diagnosis I
60 hours/4 units
This course is designed to develop the reasoning (problem solving) skills of students as they relate 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. Prerequisites: General & NMS Pathology Systemic Pathology, Neuromusculoskeletal Diagnosis I & II, and Normal Radiographic Anatomy II.

DX0707
Emergency Procedures
45 hours/2 units
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: General Anatomy I & II, General & Systemic Physiology, Neuroscience, Systemic Physiology, Introductory Physical Examination Skills, General & NMS Pathology, Systemic Pathology, Differential Diagnosis I, and Clinical Chiropractic I & II.

DX0708
Differential Diagnosis II
60 hours/4 units
This course is designed to develop the clinical reasoning and problem-solving skills of the participants as it relates to the diagnosis of clinical problems. Emphasis is placed upon the diagnosis of internal/visceral disorders that may mimic, accompany, or influence neuromuscular problems. The course strategy is to teach participants to solve clinical problems using various diagnostic methods necessary to test diagnostic hypotheses. Methods may include radiological, laboratory and other specialized procedures. Course topics will be addressed through lecture presentations, group discussions and self-directed learning. Prerequisites: Differential Diagnosis I and Clinical Laboratory Diagnosis.

DX0806
Dermatology
15 hours/1 unit
To recognize and identify common dermatological disorders that may be encountered in chiropractic practice, and to provide appropriate management and/or collaborative care. Prerequisites: Differential Diagnosis II and Clinical Chiropractic Applications.

DX0807
Clinical Psychology
15 hours/1 unit
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 and the need for referral/collaborative care will be emphasized. Prerequisites: Differential Diagnosis II and Clinical Chiropractic Applications.

DX0812
Obstetrics and Gynecology
30 hours/2 units
This course is designed to review the anatomy and
physiology of the female reproductive system and to discuss associated disorders amenable to chiropractic care and collaborative care. Emphasis is placed upon pregnancy, labor and puerperium, and problems associated with pregnancy, as well as common gynecological complaints. Pelvic and rectal examinations are performed on synthetic anatomical models.

Prerequisites: Differential Diagnosis II and Clinical Chiropractic Applications.

DX0813  
_Eyes, Ears, Nose and Throat_  
15 hours/ 1 unit  
To recognize and diagnose common EENT conditions which may be seen in chiropractic practice, and determine appropriate management and/or collaborative care.  
Prerequisites: Differential Diagnosis II.

DX0814  
Pediatrics  
30 hours/ 2 units  
This course is designed to provide clinical information related to the diagnosis and management of conditions associated with the pediatric patient. Special emphasis will be placed upon the application of chiropractic care of infants and children. Material will be presented in lecture format, as well as through group discussion, demonstration, and out-of-class assignments.  
Prerequisites: Differential Diagnosis II, Imaging Interpretation II, and Clinical Chiropractic Applications.

DX0815  
Geriatrics  
30 hours/ 2 units  
This course is designed to provide clinical information on factors that contribute to functional decline of the elderly. The student learns to identify the normal and pathophysiological features attending aging and to apply diagnostic and management principles specific to an older person. Emphasis is placed on a chiropractor's role in assisting the older patient with maintaining independence and how community resources benefit the aged population.  
Prerequisites: Differential Diagnosis II, Clinical Chiropractic Applications, Physiologic Therapeutics III, Imaging Interpretation II, and Seventh Term Internship.

XR0201  
_Normal Radiographic Anatomy I_  
45 hours/ 2 units  
Radiographic anatomy of the extremities and chest will be covered. Basic principles of x-ray production and image formation will be covered. Laboratory experience is emphasized in order to develop skills and pattern recognition regarding radiographic anatomy. Lectures are presented to assist and focus the student for the laboratory portion of the course. This course also contributes content to the integrated small-group case tutorials in Clinical Chiropractic II.  
Prerequisites: Concurrent enrollment in Functional Anatomy & Biomechanics II.

XR0302  
_Normal Radiographic Anatomy II_  
45 hours/ 2 units  
Radiographic anatomy of the abdomen, spine, and head will be discussed, using both plain films and appropriate special imaging. As in Normal Radiographic Anatomy I, the laboratory experience is emphasized and involves the evaluation and study of selected x-rays by the student. Lectures are presented to assist and focus the student for the laboratory portions of the course.  
Prerequisites: General Anatomy I, General Histology, Functional Anatomy & Biomechanics I, and Normal Radiographic Anatomy I.

XR0505  
_X-Ray Physics & Protection_  
60 hours/ 3 units  
This course deals with the fundamentals of physics necessary to understand the production of a plain film radiograph and assessment of radiographic quality. The production of x-rays, the interactions of x-rays with matter and the formation and enhancement of the radiographic image are covered. The biological effects of ionizing radiation, dose levels to occupational workers and the general public, and methods to minimize dose levels are discussed. Methods of instruction include lecture and laboratory assignments.  
Prerequisites: Normal Radiographic Anatomy I & II, General Anatomy I & II, General & Systemic Histology, Neuroscience, Systemic Physiology, and Clinical Chiropractic II.
XR0605  
**Imaging Interpretation I**  
75 hours/ 3 units  
This course focuses on the development of interpretive skills in the area of radiology of the arthritides, spondylolisthesis, and scoliosis. A variety of articular disorders and their radiographic presentations will be presented. In addition, practical application of advanced imaging modalities in the assessment of musculoskeletal articular pathology will be presented.  
Prerequisites: Normal Radiographic Anatomy I & II.

XR0608  
**Radiologic Positioning & Technology**  
30 hours/ 1 unit  
This course is designed to provide the student with the skills and knowledge necessary to produce optimum quality radiographs in the clinical setting. The various aspects of radiographic positioning, factor calculation, film development and film storage are presented. The course is centered in the laboratory to better facilitate development of the necessary skills in a hands-on atmosphere.  
Prerequisites: X-Ray Physics & Protection.

XR0706  
**Imaging Interpretation II**  
90 units/ 4 units  
This course focuses on the development of radiographic interpretive and diagnostic skills in the areas of tumors, fractures, infection, endocrine/metabolic, vascular, and dysplasias. Methods of instruction employ lecture and laboratory strategies. Two of the four required lab hours are unscheduled, allowing the student to study independently in the Radiological Learning Laboratory. Hours of availability for the lab are posted on the RLL door. Two hours of the lab are scheduled for instructional and assessment activities.  
Prerequisites: Neuromusculoskeletal Diagnosis II, Systemic Pathology, and Imaging Interpretation I.

XR0709  
**Advanced Imaging & Clinical Decision Making**  
30 hours/ 2 units  
This course will expand upon the principles learned in X-Ray Physics and Protection to include the effects of radiation on the human body. There is an emphasis placed upon the advanced imaging modalities and clinical decision-making with regard to them. Methods of instruction will include lecture, text, Internet reading, and course assignments. Students will be asked to make and defend decisions and protocols employed for imaging of patient problems.  
Prerequisites: X-Ray Physics & Protection, Neuromusculoskeletal Diagnosis I & II, Differential Diagnosis I, and Imaging Interpretation I.

Department of Integrated Disciplines  

ID0404  
**Integrative Competency Examination I (ICE I)**  
0 hours/ 0 units  
The ICE I 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 Clinical Examination (OSCE) and written examination.  
Prerequisites: Currently enrolled in or completed Term 4. Successful completion of courses through Term 3 and a minimal CGPA of 2.0.

ID0606  
**Integrative Competency Examination II (ICE II)**  
0 hours/ 0 units  
The ICE II is designed to assess the student’s knowledge and skills of selected content and competencies contained in the curriculum through the fifth term, and some of sixth term. The assessment methods utilized are the Objectively Structured Clinical Examination (OSCE) and written examination.  
Prerequisites: Currently enrolled in or completed Term 6. Successful completion of courses through Term 5, successful completion of ICE I, and a minimal CGPA of 2.0.

ID0808  
**Integrative Competency Examination III (ICE III)**  
0 hours/ 0 units  
The ICE III 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 methods utilized are the Objectively Structured Clinical Examination (OSCE) and written examination.
Prerequisites: Successful completion of courses through Term 7, successful completion of ICE I and ICE II, and a minimal CGPA of 2.0. Successful completion of all courses through Term 7, successful completion of ICE I, and a minimal CGPA of 2.0.

ID0909
*Integrative Competency Examination IV (ICE IV)*
0 hours/ 0 units
The ICE IV designed to assess the student’s knowledge and skills of selected content and competencies contained in the curriculum through the ninth term. The assessment methods utilized are the Objectively Structured Clinical Examination (OSCE) and written examination.
Prerequisites: Current enrollment in or completion of Term 9. Successful completion of courses through Term 8, successful completion of ICE I, ICE II, ICE III and a minimal CGPA of 2.0.

**Division of Clinical Internship**

ID0605
*Clinical Chiropractic Applications*
90 hours/ 4 units
The primary purpose of the course is to integrate the skills used in diagnosis with those involved in patient assessment and management. Emphasis is on providing the student with an opportunity to apply previously learned chiropractic evaluation and management procedures in a simulated clinical setting. The conditions addressed in this course are those conditions that are commonly seen in a chiropractic practice and are amenable to chiropractic management. This includes patient problems encountered at various stages of the life cycle, and will include selected emergency situations. The course utilizes both lecture and lab exercises with the emphasis on development, integration, and refinement of diagnostic and treatment skills.
Prerequisites: Chiropractic Procedures III, Neuro-musculoskeletal Diagnosis II, Physiologic Therapeutics I, Clinical Nutrition, and Scientific Basis for Chiropractic.

CL0812
*Clinic Lab Clerkship*
15 hours / 1 unit
This course offers the opportunity for the student to receive hands-on practice and experience in Clinical Hematology, Blood Chemistries, Urinalysis and Serology. It also allows the opportunity to elect to receive a phlebotomy certificate.
Prerequisites: Differential Diagnosis II, concurrent enrollment in Clinical Internship I.

CP0714
*Clinically Applied Manual Procedures Review*
60 hours/ 2 units
This course is designed to integrate and refine the adjustive procedures taught in lower term courses. Opportunity is allotted for students to observe faculty demonstration of full spine and extremity analysis and adjustment. Students are critiqued in small groups on their analytical and adjustive skills. Individualized instruction helps students to learn to adjust different body types, and in the development of their own technique style. Practice and drilling of assessment, evaluation, and manipulative procedures learned to date is emphasized. Additional chiropractic procedures are taught to supplement procedures already learned. Case scenarios are used to enhance clinical suitability of procedures for various common conditions, and advanced forms of chiropractic procedures and their modifications are discussed, demonstrated and practiced under supervision.
Prerequisites: Chiropractic Procedures III, IV and V

ID0716
*Seventh Term Internship*
90 hours/ 3 units
The seventh trimester internship provides students the opportunity to integrate knowledge and skills previously learned to a patient care setting. This is accomplished through mentorship with a licensed Doctor of Chiropractic. Interactions between interns, patients and supervising doctors provide the basis for instruction as well as group discussion, small group projects and individual projects. Through practical application, the student will demonstrate their ability to perform a history, physical examination, and regional examinations, arrive at differential diagnostic impressions, formulate and implement a management plan for patients.
Prerequisites: Successful completion of all courses through Term VI.
Patient Management
15 hours / 1 unit
Patient management is an introductory course of clinical and practice management procedures. This is accomplished through lectures and participation with standardized patients where the student will respond to a variety of practice scenarios.
Prerequisites: Clinical Chiropractic Applications, Physiological Therapeutics II, Clinical Nutrition, Differential Diagnosis I, Imaging Interpretation I, Chiropractic Procedures IV, Integrative Competency Examination I.

Clinical Internship I
360 hours / 12 units
This course is designed to develop the knowledge, skills and attitudes necessary for clinic practice. Student interns actively participate in patient care while under the supervision of a licensed doctor of chiropractic who has met specified competencies as described within the College curriculum.
Prerequisites: Successful completion of all courses inclusive of Terms I – VII, GPA of 2.0 or higher, current basic cardiovascular life support certification, approval of the Associate Dean of the Clinical Internship Division.

Practice Management III
15 hours / 1 unit
This course presents the fundamental aspects of insurance, collections, patient management, practice management and marketing skills required by the graduating doctor of chiropractic in preparing for work in private practice and managed care settings. Active class participation, small group workshops, guest speakers, an insurance workbook, video presentations, and self-directed course projects are utilized.
Prerequisite: Enrollment in, or completion of, Clinic Internship I.

Clinical Internship II
450 hours / 15 units
This course is designed to develop the knowledge, skills, and attitudes necessary for clinic practice. Student interns actively participate in patient care, either in a College clinic or in a private office setting, while under the supervision of a college-approved licensed doctor of chiropractic, complete a clinical research project, and engage in various educational experiences. Clinical Internship II is the middle stage of a comprehensive, sequential three-part clinical education program which culminates in the graduation of doctors of chiropractic who meet specified competencies as described within the curriculum.
Prerequisites: Clinical Internship I, all Term VIII courses, GPA of 2.0 or higher, and current basic cardiovascular life support certification.

Advanced Clinical Topics
15 hours / 1 unit
This course is designed to develop knowledge and skills in specified areas, which are important for clinical practice. Students participate in small group discussions and perform self-directed projects. Included in this course are journal clubs, case rounds, lab cases, a research project and emergency care scenarios.
Prerequisite: Current enrollment in Clinical Internship II.

Clinical Internship III
450 hours / 15 units
This course is designed to develop the knowledge, skills, and attitudes necessary for clinic practice. Student interns actively participate in patient care, either in a College clinic or in a private office setting, while under the supervision of a college-approved licensed doctor of chiropractic, complete a clinical research project, and engage in various educational experiences. Clinical Internship III is the final stage of a comprehensive, sequential, three-part educational program, which culminates in the graduation of doctors of chiropractic who meet specified competencies as described within the College’s curriculum.
Prerequisites: Clinical Internship II and all Term IX courses, GPA of 2.0 or greater, and current basic life support certification.
Residencies at LACC

Sports Medicine
The Sports Medicine Division offers a two-year, full-time residency program that is administered through the Los Angeles College of Chiropractic Clinical Internship Department. Participants in this residency program are involved in the areas of clinical practice, teaching and research. Opportunities for interdisciplinary studies are obtained in cooperative multidisciplinary clinics and on-field experience as team doctors or on medical staffs treating amateurs to professional-level athletes. Residents follow a comprehensive syllabus which provides for a variety of learning formats including student-centered, self-directed and problem-based approaches. Residents are selected on a competitive basis and openings are limited. The resident receives an annual stipend and health benefits. During the program the resident are eligible to obtain the Certified Strength and Conditioning Specialist certification by the National Strength and Condition Association (NSCA) as well as the Certified Chiropractic Sports Physicians certification by the American Chiropractic Board of Sports Physicians (ACBSP). Upon completion of this program the resident is eligible to sit for the diplomate examination by the ACBSP.

Diagnostic Imaging Residency Program
Through the Los Angeles College of Chiropractic, the Diagnosis Department offers a full-time, three year, in-house residency designed to train residents in all aspects of Diagnostic Imaging with an emphasis on interpretation of all forms of neuro-musculoskeletal imaging. The successful resident will qualify to take the American Chiropractic Board of Radiology’s (ACBR) Diplomat examination. The residency follows a course of study based on the American Chiropractic College of Radiology syllabus. Residents are assigned a minimum of 40 hours per week of teaching, research and study. Residents also have opportunities to spend time in the Diagnostic Imaging Departments of cooperative teaching hospitals and at area imaging centers. Residents are selected on a competitive basis for limited openings and receive an annual stipend and health benefits.
Academic Program
The newest college within the Southern California University of Health Sciences system, the College of Acupuncture and Oriental Medicine (2000) has joined a proud tradition in education and achievement that is almost a century old. Founded in 1911, SCU started its reputation in excellence with Los Angeles College of Chiropractic – now widely recognized as the pioneer and leader in innovative chiropractic education.

Realizing the dramatic impact that alternative health care has made on the worldwide community, the University expanded its curriculum with the acupuncture and oriental medicine program. Both colleges adhere to the principles that keep the University at the forefront:

— Students acquire competencies rather than learn subjects
— More active learning takes place through increased laboratory time and hands-on experience while massive lecture time is reduced
— Modern technology is used to enhance teaching strategies throughout the program
— Out-of-class study, supported through small group discussions and tutorials, case studies, standardized patients and research also add to an innovative atmosphere
— Academic progress is measured in the learning rather than the teaching

Students who attend Southern California University of Health Sciences are better prepared to lead contemporary alternative health care into new realms of improved patient treatment.

CAOM Accreditation
Southern California University of Health Sciences, which incorporates the College of Acupuncture and Oriental Medicine, is accredited by the Western Association of Schools and Colleges (WASC). This accreditation is unequalled for any alternative health care institution on the West Coast.

Southern California University of Health Sciences has received full approval from the State Acupuncture Board of California for its College of Acupuncture and Oriental Medicine program. Approval came shortly after the Board’s site visit to the SCU campus in Whittier when members of the Board reported that the SCU program was a “model” for other institutions.

The professional Master of Acupuncture and Oriental Medicine program of the Southern California University of Health Sciences has been accredited by the Accreditation Commission for Acupuncture and Oriental Medicine (ACAOM) which is the recognized accrediting agency for the approval of programs preparing acupuncture and oriental medicine practitioners. ACAOM is located at Maryland Trade Center #3, 7501 Greenway Center Drive, Suite #760, Greenbelt, Maryland 20770, phone (301) 313-0855; fax (301) 313-0912.

The Degree
Graduates of the College receive a Master of Acupuncture and Oriental Medicine Degree (MAOM), following 171 trimester units (3,315 hours), including 1,050 hours of clinical training.

2-9-23
These are critical numbers to the Acupuncture and Oriental Medicine Program. At least two academic years of education (60 semester credits/90 quarter credits) at the baccalaureate level plus additional courses (two semester units each) in Biology, Chemistry, Physics and Psychology must be completed within three trimesters (one calendar year) of matriculation.

Applicants must have a minimum prerequisites GPA of 2.25, as calculated by the Office of Admission, in their baccalaureate level work. Applicants with questions about their GPA should contact an Office of Admission counselor.

Nine abilities are included in the curriculum:
— Effective Communication
— Diagnostic Skills
— Reason-Based Use of Science and Evidence in Practice
— Patient-Centered Disease Management
— Illness Prevention and Wellness Focus
— Lifelong Learning
— Problem Solving
— Personal and Professional Growth and Maturity
— Sociocultural and Community Contextual Sensitivity

There are 22 competencies integrated into the educational process:

— Acupuncture Therapy
— Case Management
— Communication
— Diagnostic Studies
— Differential Diagnosis
— Emergency Care
— Foundational Health Science Knowledge
— Her& Wellness
— History Taking
— Oriental Medicine Breathing Exercises/Meditation
— Oriental Medicine Diagnosis and Differentiation
— Physical Examination
— Practice Management
— Professional Behavior
— Psycho-social Examination and Management
— Public Health
— Radiological Examination
— Record Keeping
— Research and Medical Informatics
— Strategic Leadership
— Tui-Na/Massage Therapy

Course Identification
The course identification system is based upon the following format:

Acupuncture and Oriental Medicine is evident by the first letter: A

Department designation is evident by the next two letters:
AC = Acupuncture
AN = Anatomy/Physiology
BN = Biochemistry/Nutrition
BS = Basic Sciences
CL = Clinical Internship
DX = Diagnosis
HB = Herbology
ID = Interdisciplinary
PM = Pathology/Microbiology
PP = Principles & Practice
RE = Research
XR = Radiology

The next one digit indicates the term in which the course is offered:
1 = Term I
2 = Term II
3 = Term III
4 = Term IV
5 = Term V
6 = Term VI
7 = Term VII
8 = Term VIII
9 = Term IX

The final two digits indicate the course sequence.

Curriculum
A solid balance of lecture and lab hours provides students with the knowledge and skills required to enter the clinical phase of their education with confidence and enthusiasm. SCU is recognized for its excellence in the basic sciences, a clear advantage over other institutions offering programs in acupuncture and oriental medicine.

Trimester Units
One trimester unit is equal to 15 hours of didactic work (lecture hours) and 30 hours of laboratory or other supervised work. The trimesters are based on a 15-week period. Two trimesters are considered one academic year.
### Master of Acupuncture and Oriental Medicine Course Schedule

#### Representative Trimester Schedule of Classes

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<tr>
<th>Trimester</th>
<th>Course Code</th>
<th>Course Title</th>
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<tr>
<td>APP912</td>
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<td>APP903</td>
<td>OM Critical Thinking III</td>
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<td></td>
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### Trimester Contact Hours:

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Course Descriptions

AAC101
Introduction to Acupuncture
45 hours / 3 units
This course is designed to introduce the basic concept of acupuncture and its related theories. Nomenclature, distribution, and functions of the twelve main meridians will be introduced in this class. This course covers the measuring methods, including finger measurement and proportional measurement, for accuracy of locating acupuncture points. This course will emphasize on superficial palpation of the anatomical landmarks to which the acupuncture points are closely related. Students will learn the palpation of anatomical landmarks associated with tendons, muscles, and bones.
Prerequisite: Admission to College

AAC202
Acupuncture Meridians & Points I
45 hours / 3 units
This course is designed to teach the anatomical locations and therapeutic indications of the acupuncture points on the first seven meridians, i.e., Lung, Large intestine, Stomach, Spleen, Heart, Small intestine, and Urinary Bladder Meridians. The contraindications, precautions, and insertion angle and depth for each acupuncture point are covered in this class. The anatomical structure, especially related blood vessels and nerves, are also included. This course consists of a laboratory time for students to practice the point locations under instructor's supervision.
Prerequisite: Anatomy/Physiology I, Introduction to Acupuncture

AAC303
Acupuncture Meridians & Points II
45 hours / 3 units
This course covers the remaining meridians not covered in the Acupuncture Meridians & Points I. This course focuses on the anatomical locations and therapeutic indications of the last five meridians (i.e., Kidney, Pericardium, Triple Energizer, Gallbladder, and Liver Meridians) plus eight extra meridians (i.e., Governor/Du, Conception/Ren, Belt/Dai, Thoroughfare/Chong, Yang Heel/Yangqiao, Yin Heel/Yinqiao, Yang Link/Yangwei, and Yin Link/Yinwei Vessels). Contraindications, precautions, insertion angle, insertion depth, and local anatomy of each acupuncture point on these meridians are included in this course. Student practice on point locations under supervision is also an essential part of this course.
Prerequisite: Anatomy/Physiology I, Introduction to Acupuncture

AAC404
Acupuncture Meridians & Points III
45 hours / 3 units
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 Twelve Divergent Meridians, Fifteen Collaterals, Twelve Muscle Regions, and Twelve Cutaneous Regions. The special theories and therapeutic functions of the Extra Points, Head Acupuncture 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 exercise.
Prerequisite: Anatomy/Physiology I, Introduction to Acupuncture

AAC405
Acupuncture Techniques I
45 hours / 2 units
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.
Prerequisite: Acupuncture Meridians & Points I & II

AAC506
Acupuncture Techniques II
45 hours / 2 units
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., the Head Acupuncture, Ear Acupuncture, 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.

Prerequisite: Acupuncture Technique I

AAC605
Acupuncture Prescriptions I
45 hours / 3 units
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 plans to prescribe acupuncture points based on the clinical diagnosis. There is also in-depth discussion about the modification of point selection according to differential diagnosis of each clinical syndrome in Oriental Medicine.

Prerequisite: Acupuncture Meridians & Points I, II, & III

AAC706
Acupuncture Prescriptions II
45 hours / 3 units
This is a continuation course to Acupuncture Prescriptions 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.

Prerequisite: Acupuncture Meridians & Points I, II, & III

AAN101
Anatomy/Physiology I
75 hours / 4 units
This course comprehensively presents the anatomy and physiology of the human musculoskeletal system and the nervous system. Instruction includes small group discussions and laboratory sessions in human dissection and physiology. Students will learn all the surface anatomical structures and depth safety when needling.

Prerequisite: Admission to College

AAN202
Anatomy/Physiology II
75 hours / 4 units
This course presents the anatomy and physiology of the sense organs, endocrine, blood, respiratory, cardiovascular, lymphatic and immune systems. Instruction includes laboratory sessions that emphasize human dissection, physiology and includes small group discussions.

Prerequisite: Anatomy/Physiology I

AAN303
Anatomy/Physiology III
75 hours / 4 units
This course presents the anatomy and physiology of the digestive, urinary and reproductive systems as well as fluid and electrolyte balance, plus acid-base balance. Instruction includes laboratory sessions that emphasize human dissection, physiology and include small group discussions.

Prerequisite: Anatomy/Physiology II

ABN301
Pharmacology
30 hours / 2 units
This lecture course covers the various drug modalities and poisonings which acupuncturists are most likely to encounter in their practice. The pharmacodynamics and pharmacokinetic principles of drugs, pollutants and poisons will be discussed. The nature of the hazardous substances in the environment is also explained. Students also learn the potential effects (or adverse effects) of drugs and poisons in altering or masking presenting symptoms in the clinical setting.

Prerequisite: Admission to College

ABN203
Western Nutrition
60 hours / 4 units
This is a survey course on Nutrition. The first part of the course deals with the following aspects of nutrients: chemistry, food source, storage in the
body, function, daily requirement, interaction, and the signs and symptoms of deficiency or toxicity. The second part of the course concerns the methods of nutritional assessment and the nutritional principles for managing some prevailing diseases such as obesity, hypertension, coronary artery disease, diabetes mellitus, etc. The topic on nutritional assessment will include anthropometric and dietary methods. The clinical applications will also be discussed along with the correlation of clinical practices.

Prerequisite: Admission to College

**ABS106**  
*History of Medicine*  
15 hours / 1 unit  
This course is a self-directed survey course that covers the history of western and alternative medicine.  
Prerequisite: Admission to College

**ABS107**  
*Medical Terminology/History Taking*  
30 hours / 1 unit  
This course is a survey course that covers the basic elements of medical terminology. Students will learn the 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. Student will also learn the basic components of taking a patient’s history - both from a medical perspective as well as from an AOM perspective. 
Prerequisite: Admission to College

**ADX503**  
*Neuromusculoskeletal Examination*  
45 hours / 2 units  
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: Anatomy/Physiology I, II, & III, Physical Examination

**ADX504**  
*Laboratory Diagnosis*  
30 hours / 2 units  
Laboratory Diagnosis is an introduction to the general laboratory tests within the scope of practice of the acupuncturist. The student will learn the principles of test interpretation, and the physiologic basis, interpretation and correlation of laboratory tests with selected clinical situations. Appropriate ordering and interpretation of selected relevant tests will also be discussed.  
Prerequisites: Anatomy/Physiology I, II, & III

**ADX504**  
*Laboratory Diagnosis*  
30 hours / 2 units  
Laboratory Diagnosis is an introduction to the general laboratory tests within the scope of practice of the acupuncturist. The student will learn the principles of test interpretation, and the physiologic basis, interpretation and correlation of laboratory tests with selected clinical situations. Appropriate ordering and interpretation of selected relevant tests will also be discussed.  
Prerequisites: Anatomy/Physiology I, II, & III

**ADX604**  
*Emergency Procedures*  
45 hours / 2 units  
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, other medical emergencies and trauma. It will require competence in basic life support, bandaging, splinting and other emergency techniques. 
Prerequisites: Anatomy/Physiology I, II, & III, Physical Examination, General Pathology, Systemic Pathology


ADX701  
Clinical Science/Medicine  
I45 hours / 3 units  
This course covers the etiology, epidemiology, patho-physiology, diagnosis and treatment of cardiovascular, nervous and gastrointestinal disorders.  
Prerequisites: Systemic Pathology, Neuromusculoskeletal Examinations, Laboratory Diagnosis

ADX802  
Clinical Science/Medicine  
II 45 hours / 3 units  
This course covers the etiology, patho-physiology, diagnosis and treatment of pulmonary, infections hematological, gynecology/obstetrical pediatrics, ENT, and dermatological disorders.  
Prerequisites: Systemic Pathology, Neuromusculoskeletal Examinations, Laboratory Diagnosis

ADX903  
Clinical Science/Medicine III  
45 hours / 3 units  
The course covers the etiology, epidemiology, patho-physiology, diagnosis and treatment of hepatobiliary disorders, connective tissue disorders, metabolic disorders, musculoskeletal disorders, psychiatric disorders, dental/oral disorders, sports injury, and immunologic disorders.  
Prerequisites: Systemic Pathology, Neuromusculoskeletal Examination, Laboratory Diagnosis

AHB101  
Introduction to Herbology  
30 hours / 2 units  
This course continues the study of the basic philosophy, foundations of Chinese Herbs and Formulas. This course will cover brief history of Chinese herbal medicine, tastes and properties, the ascription of actions to herbs, the concept of herbs entering specific channels, techniques for combining herbs, cautions and contraindications, processing of herbs, preparation of herbs, weights and measures, general introduction of different categories. Course instruction includes lectures, herbal identifications, small-group discussions, and problem-based, small-group tutorials.  
Prerequisites: Admission to College.

AHB203  
Materia Medica I  
45 hours / 3 units  
This course covers the tastes, properties, channels, dosage, indications, major combinations, and cautions/contraindications for individual herbs in different categories. This course covers Herbs that Release the Exterior, Herbs that Clear Heat, Downward Draining Herbs, Herbs that Drain Dampness, Herbs that Dispel Wind-Dampness, Herbs that Transform Phlegm and Stop Coughing, Aromatic Herbs that Transform Dampness, Herbs that Relieve Food Stagnation, and Herbs that Regulate the Qi. Course instruction includes lectures, herbal identifications, small-group discussions and problem-based, small-group, tutorials.  
Prerequisites: Introduction to Herbology

AHB304  
Materia Medica II  
45 hours / 3 units  
This course teaches the tastes, properties, channels, dosage, indications, major combinations, and cautions/contraindications for individual herbs in different categories. This course covers Herb that Regulate the Blood, Tonifying Herbs, Herbs that Stabilize and Bind, Herbs that Regulate the Qi, and Aromatic Herbs that Transform Dampness. Course instruction includes lectures, herbal identifications and discussions.  
Prerequisites: Introduction to Herbology

AHB405  
Materia Medica III  
45 hours / 3 units  
This course teaches the tastes, properties, channels, dosage, indications, major combinations, pair herbs and cautions/contraindications for individual herbs in different categories. This course covers Herbs that Drain Dampness, Substances that Calm the Spirit, Substances that Extinguish Wind and Stop Tremors, Aromatic Substances that Open the Orifices, Herbs that Transform Phlegm and Stop Coughing, Herbs that Relieve Food Stagnation, and Herbs that Expel Parasites. Course instruction includes lectures, herbal identifications, small-group discussions and problem-based, small-group, tutorials.  
Prerequisites: Introduction to Herbology
AHB506
*Formulas & Strategies*
45 hours / 3 units
This course teaches the ingredients, preparation, actions, indications, analysis of formula, cautions/contraindications and modification of herbal formulas in different categories. This course covers Formulas that Release the Exterior, Formulas that Clear Heat, Formulas that Drain Downward, Formulas that Harmonize and Formulas that Warm the Interior. Course instruction includes lectures, case studies, small-group discussions and problem-based, small-group, tutorials.
Prerequisites: Materia Medica I, II, & III

AHB607
*Formulas & Strategies II*
45 hours / 3 units
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, small-group discussions and problem-based, small-group, tutorials.
Prerequisites: Materia Medica I, II, & III

AHB608
*Formulas & Strategies III*
45 hours / 3 units
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 that Reduce Food Stagnation and Formulas that Expel Parasites. Course instruction includes lectures, case studies, small-group discussions and problem-based, small-group, tutorials.
Prerequisites: Materia Medica I, II, & III

AHB709
*OM Nutrition/Diet*
45 hours / 2 units
This course will introduce the integration of herbal medicine into food therapy, which please the palate and simultaneously prevent sickness, heal, and maintain health. This course will conduct the Oriental Medicine Theory by meeting the criteria of the ancient adage “prevention is as important as cure” by maintaining a high level of well-being. 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: Materia Medica I, II, & III, OM Theories I

APM302
*General Pathology*
45 hours / 3 units
This course introduces the student to the basic aspects of disease, including etiology, pathogenesis, morphological changes and functional abnormalities. It will also introduce disease of the musculoskeletal and nervous systems. Emphasis is on the fundamental processes involved and their relationship to clinical presentation. Teaching methods include audio-visual presentations during lectures and correlation with clinical cases.
Prerequisites: Anatomy/Physiology I & II or Anatomy/Physiology I & III

APM403
*Systemic Pathology*
45 hours / 3 units
This course introduces the student to the pathological basis of systemic disease including the cardiovascular, hematopoietic, 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, management, prevention and health promotion. Teaching methods include audio-visual presentations during lecture, lab study for relevant macroscopic and microscopic changes occurring in disease as well as clinical case presentations and discussions.
Prerequisite: General Pathology
APP101
Oriental Medicine Theories
45 hours / 3 units
This course is devoted to the study of the basic philosophy foundations of Traditional Oriental Medicine. This course will cover Yin and Yang Theory, Five Elements Theory, Vital Substances (Essence, Qi, Blood and Body Fluids), Zang Fu Organs Theory, and identify the patterns according to Five Elements, Six Stages, Four Levels and Three Burners. Course instruction includes lectures, small-group discussions and problem-based, small-group, tutorials.
Prerequisite: Admission to College

APP105 Tai Ji/Qi Gong
30 hours / 1 unit
This course provides the student with an understanding of the principles of Qi Gong/breathing therapeutic exercises and the basic Yang-style Tai Ji forms with emphasizes on the conduct of Qi, strength and flexibility of the exercises. Ba Suan Ji (The Eight Pieces of Brocade) is also covered. Students can practice Qi Gong/Tai Ji as lifelong exercise for personal well-being and natural healing applications, this can enhance health and healing. Course instruction includes breathing exercises, demonstration and practice.
Prerequisite: Admission to College

APP106 Basic OM Terminology
45 hours / 3 units
This course covers the structure principle, the pronunciation, and the implied meaning of basic common OM terms in OM theories, Acupuncture, Herbs and Formulas. This course introduces both traditional and simplified Chinese characters with emphases on the simplified versions and pinyin. Students will learn to read pinyin, to recognize and to understand the meaning of a Chinese character based on its structure and radical. This course involves lecture, verbal and dictating practice.
Prerequisites: Admission to College

APP203
Oriental Medicine Diagnosis
60 hours / 3 units
This course devotes to the study of the four major diagnostic methods in Oriental Medicine—Looking, Hearing and Smelling, Asking and Feeling and differentiate the patterns according to the Eight Principles, Qi-Blood-Body Fluids, Etiology and Pathogenesis. The laboratory portion will concentrate on the Tongue and Pulse diagnosis. Course instruction includes lectures, laboratory practice, small-group discussions and problem-based, small-group, tutorials.
Prerequisite: OM Theories I

APP302
Oriental Medicine Theories II
45 hours / 3 units
This course continues the study of the basic philosophy and foundations of Traditional Oriental Medicine. This course will cover Identification of Patterns according to the Internal Organs (Heart, Liver, Lung, Spleen, Kidney, Stomach, Small Intestine, Large Intestine, Gall-bladder, Bladder and Triple Burner), the Combined Patterns of Zang-Fu Organs and the Principles of Treatment. Course instruction includes lectures, small-group case studies and discussions and problem-based, small-group, tutorials.
Prerequisites: OM Theories I, OM Diagnosis

APP401OM
Critical Thinking
45 hours / 3 units
This course integrates the first year of OM courses (OM Theories, Diagnosis, Materia Medica, Acupuncture, Anatomy/Physiology, Western Nutrition and basic western knowledge) by using clinical case studies. Students will learn how to take history, how to make differential diagnosis, how to apply Acupuncture theories and the Materia Medica to clinical practice. The course includes lecture, class discussion, case studies and self-directed course projects.
Prerequisites: Complete 1st to 3rd terms; currently enrolled in 4th term

APP510
Tui-Na/Massage/Acupressure
45 hours / 2 units
This course teaches the traditional Chinese Physical Therapy methods—Tui Na/massage. It includes the manipulation methods of treating structural and soft tissue injury and dysfunction. Acupressure technique on the acu-points for structural and soft tissue manipulation is also covered.
Prerequisite: Anatomy/Physiology I, Acupuncture Meridians & Points I & II
APP607  
_Ethics in Oriental Medicine_  
30 hours / 2 units  
The purpose of this course is to increase awareness ethics in the acupuncture and oriental medicine profession. It is also intended to assist the student in resolving ethical dilemmas by applying problem-solving techniques.  
Prerequisite: Admission to College

APP608  
_Practice Management_  
45 hours / 3 units  
This course is designed to teach the office management skills required by the graduating student in preparing to practice. The student learns 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 professional liability, are discussed. Strategies for utilizing inter-professional collaborative care are presented as well.  
Prerequisites: OM Theories I & II, OM Diagnosis

APP702  
_OM Critical Thinking_  
II45 hours /3 units  
This course integrates the first and second year courses (Oriental Medicine and Western Medicine) by using clinical case studies. Students will learn how to take history, how to make differential diagnosis, how to prescribe herbal formulas and acupuncture treatment for the patients. The course includes lecture, class discussion, case studies and self-directed course projects.  
Prerequisites: Complete 1st to 6th terms; currently enrolled in 7th term

APP710  
_Classic Chinese Medicine (Shang Han Lun)_  
45 hours / 3 units  
This course teaches Dr. Zhang, Zhong-Jing’s Classic Chinese Medicine Theory—Shang Han Lun (Diseases Due to Invasion of Cold). Students will learn how to differentiate exogenous diseases and progression of syndromes according to the theory of the six meridians (Taiyang, Shaoyang, Yangming, Taiyin, Shaoyin, and Jueyin) and the subsequent determination of treatment.  
Prerequisites: OM Theories I & II, OM Diagnosis, Materia Medica I & II

APP811  
_OM Internal Medicine_  
I45 hours / 3 units  
This course teaches the most common symptoms and diseases in OM Internal Medicine. Students will learn the etiology, pathology, OM diagnosis/differentiation, treatment plan and treatment for headaches, dizziness, breathlessness (“Chuan”), wheezing (“Xiao”), asthma, allergic rhinitis, sinusitis, cough, mental-emotional problems, insomnia, tinnitus, tiredness, chest painful obstruction syndrome, epigastric pain, hypochondriac pain and abdominal pain. The integration between Western and Oriental Medicines will also be covered. The course includes a lecture, class discussion, case studies and self-directed course projects.  
Prerequisites: OM Diagnosis, OM Theories II, Materia Medica I, II, & III, Formulas & Strategies I, II, & III

APP813  
_Oriental Medicine Infectious Disease (Wen Bing Xue)_  
30 hours / 2 units  
This course teaches the classic theories and differentiation of acute febrile diseases (infection) which are characterized by an abrupt onset of symptoms, and liable to injure Yin and undergo frequent changes. Students will learn to utilize the theory of Wei, Qi, Ying and Xue to analyze pathogenesis and differentiate syndromes to identify the transmission and transformation of febrile diseases and thus determine the treatment. The course includes lectures, class discussions, case studies and self-directed course projects.  
Prerequisites: OM Theories I & II, OM Diagnosis, Materia Medica I, II, & III, Formulas & Strategies I, II, & III

APP814  
_Oriental Medicine Gynecology_  
45 hours / 3 units  
This course discusses the Oriental Medicine theory, physiology, differentiation and treatment of Gynecological conditions. The topics include gynecological physiology, pathology, etiology, diagnosis, menstrual irregularities, problems during menstrua-
tion, diseases during pregnancy, diseases after childbirth, and miscellaneous diseases (infertility, menopausal syndrome, abdominal masses, excessive vaginal discharge, vaginal itching and prolapsed uterus). The course includes lectures, class discussions, case studies and self-directed course projects.

Prerequisites: OM Diagnosis, OM Theories I & II, Formulas & Strategies I, II, & III, Materia Medica I, II, & III

APP903
OM Critical Thinking III
45 hours / 3 units
This course is designed for the AOM students in their last term. This course integrates all the courses by using comprehensive case studies. Students will learn how to take history, how to make differential diagnosis, how to integrate Western and Eastern diagnoses, and how to prescribe herbal formulas and acupuncture treatment for the patients. The course includes lecture, class discussion, case studies and self-directed course projects.

Prerequisites: Complete 1st to 8th terms; currently enrolled in 9th term

APP912
OM Internal Medicine II
45 hours / 3 units
This course teaches the most common symptoms and diseases in Oriental Medicine Internal Medicine. Students will learn the etiology, pathology, OM diagnosis/differentiation, treatment plan and treatment for abdominal pain, diarrhea, constipation, painful-urination syndrome, enuresis and incontinence, edema, painful obstruction syndrome, lower backache and sciatica, myalgic encephalomyelitis, Parkinson’s disease, wind-stroke, atrophy syndrome, multiple sclerosis, bleeding, and common cold and influenza. The integration between Western and Oriental Medicines will also be covered. The course includes lectures, class discussions, case studies and self-directed course projects.

Prerequisites: OM Diagnosis, OM Theories I & II, Materia Medica I & II

ARE201
Research Methodology
30 hours / 2 units
This course is designed to develop the students’ practical skills in clinical problem solving by reading and appraising published health sciences literature for its validity (closeness to truth) and usefulness (clinical applicability). At the same time, the course will introduce students to the application of key basic concepts in clinical epidemiology, study design and biostatistics. The goal of this course is to develop part of the essential knowledge, skills and attitudes necessary to practice evidence-based acupuncture/oriental medicine care. Interactive lectures and small group critical appraisal activities, along with reading and writing assignments, are the key learning methodologies employed.

Prerequisites: Medical Terminology/History Taking

AXR201
Fundamental Radiology
45 hours / 2 units
Radiographic anatomy of the spine, skull and sinuses, chest, and extremities will be discussed, using both plain films and appropriate special imaging. This course introduces students to concepts related to normal radiographic anatomy via lecture, and reinforces this with a laboratory experience that involves the evaluation and study of selected x-rays by the student.

Prerequisites: Anatomy/Physiology

IAXR502
Imaging Interpretation
45 hours / 2 units
This course focuses on the development of understanding in the area of imaging of pathologies. A variety of disorders and their imaging presentations will be discussed and presented. In addition, practical application of plain film radiographic and advanced imaging modalities in the assessment of musculoskeletal pathology will be presented.

Prerequisite: Fundamental Radiology

ACL301
Clinical Observation
190 hours / 3 units
This course is for the beginning 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 hands-on treatment. OB interns will also engage in various other educational experiences, including case presentations, workshops,
clinic rounds, guest lectures, and clinic promotional activities.

Prerequisites: Introduction to Herbology, OM Diagnosis, OM Theories I & II, Introduction to Acupuncture

ACL402  
*Clinical Observation II*  
90 hours / 3 units  
This course is for the beginning 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 hands-on treatment. OB interns will also engage in various other educational experiences, including case presentations, workshops, clinic rounds, guest lectures, and clinic promotional activities.  
Prerequisites: Successful completion of Clinical Observation I

ACL505  
*Clinical Internship (Supervised Practice) I*  
150 hours / 5 units  
This course is for the second phase of internship training and is designed to develop the knowledge and attitudes, as well as the diagnostic skills and treatment techniques, necessary for clinic practice. SP interns will actively participate in patient care with hands-on practice of clinical treatments under the supervision of a licensed acupuncturist. SP interns will also engage in various other educational experiences, including case presentations, workshops, clinic rounds, guest lectures, and clinic promotional activities.  
Prerequisites: Successful completion of Clinical Observation II, Materia Medica I, II, & III, Acupuncture Techniques I, OM Theories II; Passed ACE I

ACL606  
*Clinical Internship (Supervised Practice) II*  
150 hours / 5 units  
This course is for the second phase of internship training and is designed to develop the knowledge and attitudes, as well as the diagnostic skills and treatment techniques, necessary for clinic practice. SP interns will actively participate in patient care with hands-on practice of clinical treatments under the supervision of a licensed acupuncturist. SP interns will also engage in various other educational experiences, including case presentations, workshops, clinic rounds, guest lectures, and clinic promotional activities.  
Prerequisites: Successful completion of Clinical Internship (Supervised Practice) I, Materia Medica I, II, & III, Acupuncture Techniques I, OM Theories II; Passed ACE I

ACL707  
*Clinical Internship (Supervised Practice) III*  
150 hours / 5 units  
This course is for the second phase of internship training and is designed to develop the knowledge and attitudes, as well as the diagnostic skills and treatment techniques, necessary for clinic practice. SP interns will actively participate in patient care with hands-on practice of clinical treatments under the supervision of a licensed acupuncturist. SP interns will also engage in various other educational experiences, including case presentations, workshops, clinic rounds, guest lectures, and clinic promotional activities.  
Prerequisites: Successful completion of Clinical Internship II; Successful completion of Clinical Internship (Supervised practice) I & II, Materia Medica I, II, & III, Acupuncture Techniques I, OM Theories II; Passed ACE I

ACL808  
*Clinical Internship (Independent Practice) I*  
210 hours / 7 units  
This course is designed for interns to develop the knowledge, skills and attitudes necessary for clinic practice. Interns at this stage will actively participate in patient care (history taking, physical examination, OM diagnosis/differentiation, treatment plan and acupuncture and/or treatment), either in a University Health Center or in a private office setting. Interns at this stage of internship will perform more independently on the patient care, as if they were a licensed acupuncture practitioner. Interns may make diagnosis and prescribe acupuncture and/or herbal treatment by themselves but must get approval from their supervisors before the treatment begins. At this stage interns have the opportunity to achieve a thorough procedure of patient care based on their own clinical knowledge and techniques.  
Prerequisites: Successful completion of Clinical Internship (Supervised Practice) I, II & III, Formulas & Strategies I, II, & III, Acupuncture Prescription I & II, Passed ACE II
Clinical Internship (Independent Practice) II
210 hours / 7 units
This course is the third phase of internship training and is designed to develop independent practice for interns as if they were a licensed AOM practitioner. IP interns will actively participate in patient care more independently throughout the entire clinical procedures, although the final protocol of treatment must be approved by their Clinical Supervisors. IP interns will also engage in various other educational experiences, including case presentations, workshops, clinic rounds, guest lectures, and clinic promotional activities.

Prerequisites: Successful completion of Clinical Internship (Supervised Practice) I, II & III, Formulas & Strategies I, II, & III, Acupuncture Prescriptions I & II; Passed ACE II

AID402
Acupuncture Competency Examination (ACE) I
This course is designed to evaluate the OB intern’s competencies to integrate basic science and oriental medical knowledge and skills in order to determine the intern’s clinical competencies in a modified clinical setting. The practical exam is consisted of five stations including Tongue Diagnosis (station 1), Herbal Identification (station 2), History Taking (station 3), Physical Examination (station 4) and Point location (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 is consisted of 100 written questions pertaining to the required courses for this exam.

Prerequisites: Successfully completed all courses from Term I to Term IV and currently enrolled in Term V courses; Successfully passed Observation (OB I) and currently enrolled in OB II

AID701
Acupuncture Competency Examination (ACE) II
This course is designed to evaluate the SP intern’s competencies to integrate 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 is consisted of five stations including Acupuncture Technique (station 1), Herbal Formulation (station 2), Clinical Safety Procedure-OSHA (station 3), Tui-Na (station 4) and Physical Examination Neuromusculoskeletal Examination (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 is consisted of 50 written questions pertaining to the required courses for this exam.

Prerequisites: Successfully completed all courses from Term I to Term VII and currently enrolled in Term VIII courses. Successfully passed Observation (OB1 & OB2) and Supervised Practice (SP1 & SP2) levels; currently enrolled in SP3. Successfully passed ACE I

AID901
Acupuncture Competency Examination (ACE) III
The comprehensive examination is an exit exam and also as a tool to evaluate students to reach the 23 competencies. This examination is composed of 200 multiple choice questions that include all courses in the AOM curriculum. ACE III is also functioned as an Exit Exam for 9th term students, which will directly affect their qualification for graduation. The examination covers five content areas that reflect the 23 competencies in AOM curriculum. The five content areas and their associated weights include: Patient Assessment (30%), Developing a Diagnostic Impression and treatment plan (20%), Providing Acupuncture Treatment (25%), Prescribing Herbal Medicines (20%), and Regulations for Public Health and Safety (5%).

Prerequisites: Successfully completed all courses from Term I to Term VIII and currently enrolled in Term IX (or equivalency to the above requirements). Successfully passed Observation (OB) and Supervised Practice (SP) levels; currently enrolled in Independent Practice (IP). Successfully passed ACE I & II
The School of Professional Studies (SPS) offers healthcare professionals the opportunity to continue and enhance their education through a wide variety of programs. It is committed to developing lifelong learning relationships with the healthcare communities served.

Several areas of educational programs are offered. Long and short-term courses in specialty areas lead to professional certification and/or eligibility to sit for board examinations. Continuing education seminars are short in duration and typically offer license renewal credit. Paraprofessional training is available through the Massage Therapy, Professional Healthcare Assistant Course and Ayurvedic. Courses and seminars are offered on campus as well as throughout the United States.

The Curriculum
The School of Professional Studies offers instruction to healthcare professionals seeking certification in a specialty area, proficiency in a particular discipline or a greater knowledge of general principles and practice. The SPS Advisory Committee, consisting of external healthcare professionals and University constituencies, select courses, license renewal seminars and other educational activities. Field practitioners and University faculty are surveyed for their input on topics which are critical to the continuing education of healthcare professionals. Principles advanced by the faculty teaching these programs emphasize the scientific basis of natural therapeutic measures and the clinical effectiveness of treatment applications.

All programs, courses and seminars offered by the School of Professional Studies comply with standards established by the Council on Chiropractic Education (CCE), the Accreditation Commission for Acupuncture and Oriental Medicine (ACAOM) and the Western Association of Schools and Colleges (WASC).

Admission to SPS Programs
Doctors of Chiropractic, licensed Acupuncturists, other health care professionals, and individuals interested in paraprofessional certificates may attend SPS seminars. An application for admission must be completed for enrollment in any long-term paraprofessional or vocational SPS course.

Chiropractic SPS Courses

Sports Medicine
The American Chiropractic Board of Sports Physicians offers two levels of recognition for Doctors of Chiropractic, a certificate course and a diplomate level course. The program offers doctors the opportunity to upgrade skills in the acute and chronic evaluation and care of the athlete and to enhance expertise in the recognition and treatment of injuries sustained by individuals participating in various sports. Doctors completing this program may sit for the examination to be recognized as a Certified Chiropractic Sports Practitioner (CCSP). The diplomate program presents advanced topics in diagnosis, treatment and prevention of athletic injuries, as well as information on sports psychology, special populations, training and competition. Requirements for the diplomate level include the CCSP certification, additional hours of course work, practical experience, a written project and completion of the diplomate examinations leading to recognition as a Diplomate of the American Chiropractic Board of Sports Physicians (DACBSP).

Chiropractic SPS Seminars
Each year, doctors of chiropractic must complete a minimum number of hours of continuing education in order to fulfill the requirements for license renewal. The School of Professional Studies offers seminars throughout the United States which meet license renewal requirements while presenting the most current concepts in clinical care. Programs are also available for presentation in conjunction with state chiropractic associations. Seminars and courses are also available by contact training for in-house presentation.

Chiropractic Paraprofessional Training

Professional Healthcare Assistant Course
Los Angeles College of Chiropractic instituted a Chiropractic Assistant course in 1980 and in 2009
expanded it to include training for Healthcare assistants in general. This course includes training in both front and back office procedures. Graduates of the program are in great demand. A referral service exists to help doctors locate qualified assistants and to help graduates find employment.

Additional programs for Chiropractic Assistants are periodically offered in conjunction with other postgraduate seminars and institutional activities.

**Massage Therapy Program**
The SPS Massage Therapy Program includes a total of 803 hours of classroom, practical, and hands-on training. It is delivered in a modular format and students become eligible to sit for the National Certification Exam through the National Certification Board of Therapeutic Massage and Bodywork making them completely certified as a Massage Therapist. The Massage Therapy program adheres to the guidelines as set by California SB-731.

**Acupuncture & Oriental Medicine**
The School of Professional Studies offers seminars and short-term courses to help practitioners meet their continuing education requirements. A partial list of topics offered include:
- Radiology for Acupuncturists
- TCM for Allergic Rhinitis and Cough
- Herbal Applications for Cough
- Tongue Diagnosis
- Face Diagnosis
- OM Diet/Nutrition Therapy
- TCM for Pain Management
- Western Diagnosis
- Clinical Management

An Annual AOM Symposium is held on campus each Summer where continuing education credits are available through a variety of lectures and events.

**Certified Athletic Trainers, Licensed Massage Therapists and Registered Nurses**
Continuing education opportunities are available for these healthcare professionals. New programs are planned continually to meet the growing demand in these fields. A partial list of topics offered include:
- Therapeutic Massage
- Nutrition
- Sports-related topics
- Rehabilitation-related topics
- Quality Patient Management and Insurance Authorization

**Distance Learning**
The School of Professional Studies has over 30 program sessions in distance learning format available for purchase. These sessions are available through our on-line teaching platform. These sessions are designed for you to work on at your own pace. You may view a sample of topics available at www.scuhs.edu/professionalstudies.

Topics include sessions in Rehabilitation, Sports Medicine, Quality Chart Management, Ergonomics and Holistic Health.

**For Information**
The School of Professional Studies continually re-evaluates its program offerings and new programs are developed in response to the needs of the profession. For further information on all programs contact:

Southern California University of Health Sciences
School of Professional Studies
P.O. Box 1166
Whittier, CA 90609-1166
Telephone: 1-562-902-3379
Fax: 1-562-902-3342
E-mail: professionalstudies@scuhs.edu
Web: www.scuhs.edu/professionalstudies

**School of Professional Studies Faculty**
All individuals appointed as SPS Faculty have the appropriate degrees, experience and qualifications commensurate with the requirements of any specific program. All are knowledgeable, hard-working and committed to the mission of SCU. All faculty are screened for their expertise before being hired to lead a program or seminar, therefore students can be assured that any School of Professional Studies Program will be taught by a qualified, respected professional.
Integrated Science Program
Classes are 4 weekends 16 hours per weekend

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<tr>
<th>Class Number</th>
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</table>

Course Descriptions:

**General Chemistry 1**

(CHEM101)

(64 hours/4 Units*)

Prerequisite – None

In this course students will become conversant with the scientific vernacular, chemical symbols, and notation. The nature of atoms and molecules in predating the properties and behavior of more complex systems will be considered. Students will manipulate rudimentary 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.

**General Chemistry 2**

(CHEM102)

(64 hours/4 Units*)

Prerequisite General Chemistry 1 (A)

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

**Organic Chemistry 1**

(CHEM201)

(64 hours/4 Units*)

Prerequisite General Chemistry 1 (A) & General Chemistry 2 (B)

This course will begin with a review of some of the important concepts established 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 emphasize the three dimensional aspect that the carbon backbone confers upon macromolecules. Concepts of hydrophobicity and hydrophilicity will be examined in order to understand extraction, partitioning between phases, absorption and chromatography. Biochemical and physiological analogies will be evident.

**Organic Chemistry 2**

(CHEM202)

(64 hours/4 Units*)

Prerequisite Organic Chemistry 1 (A)

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, the more 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.
Biochemistry  
(CHEM301)  
(64 hours/4 Units*)  
Prerequisite Organic Chemistry 1 (A) & Organic Chemistry 2 (B)  
This course examines the structure and function of the following biological macromolecules in the context of cellular integrity, dynamics and metabolism: carbohydrates, lipids, proteins and nucleic acids. Topics include enzymology, bioenergetics, catabolism, anabolism, regulation of gene expression, biotechnology, hormone regulation of mammalian metabolism and the pre-biotic evolution of life on earth.

Physics 1  
(PHY101)  
(64 hours/4 Units*)  
Prerequisite – None  
This non-calculus, algebra/trigonometry based 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.

Physics 2  
(PHY102)  
(64 hours/4 Units*)  
Prerequisite Physics 1 (A)  
This non-calculus, algebra/trigonometry based physics course will 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 strongly emphasized.

Anatomy & Physiology 1  
(BIO201)  
(64 hours/4 Units*)  
Prerequisite - None  
The first semester of a two-semester sequence dealing with the structure and function of the human body and mechanisms for maintaining homeostasis within it. 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.

Anatomy & Physiology 2  
(BIO202)  
(64 hours/4 Units*)  
Prerequisite Anatomy & Physiology 1 (A)  
This course is a continuation of the study of the structure and function of the human body and mechanisms for maintaining homeostasis within it. The endocrine, cardiovascular, lymphatic, respiratory, digestive, urinary and reproductive systems, as well as the concepts of nutrition, metabolism, development, fluid and electrolyte balance, and acid-base balance. 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.

Biology 1  
(BIO101)  
(64 hours/4 Units*)  
Prerequisite – None  
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 course focuses on molecular biology, biochemistry, cell biology, histology, and genetics.

Biology 2  
(BIO102)  
(64 hours/4 Units*)  
Prerequisite Biology 1 (A)  
This 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 a basic understanding of the structure and function of the human body on a variety of levels of organization.

Microbiology  
(BIO301)  
(64 hours/4 Units*)  
Prerequisite - None  
This course is designed to convey general concepts, methods, and applications of microbiology for health sciences. Topics include: immunology, bacteriology, immunology, humoral immunity, cellular immunity, antigens, antibodies, antigen-antibody interactions, lymphoid organs, immune system, innate and adaptive immunity, immune responses, and immunopathology.
virology, and mycology; the morphology, biochemistry, and physiology of microorganisms including bacteria, viruses, and fungi; the diseases caused by these microorganisms and their treatments, and the immunologic, pathologic, and epidemiological factors associated with diseases. Laboratory exercises provide first hand experience with the organisms, processes and diagnostic techniques discussed in lecture.

Applicants for admission must provide:

ISP does not require students to complete any prerequisite classes prior to enrollment in our program. For example, students can enroll immediately into ISP's General Chemistry 1 class without taking 'Introduction to Chemistry'. This applies to all of our course offerings, including Biology, Anatomy & Physiology, Microbiology and Physics.

Tuition
Please see ISP website for current tuition. A 10% late fee may be assessed for late payment of tuition.

Satisfactory Academic Progress
1) Satisfactory Academic Progress is based on three components:
   a) Earned Units (Required Completion Percentage).
   b) Cumulative Grade Point Average (Cumulative GPA above 2.0).
   c) Maximum Timeframe Limit.

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

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

   Earned Units (Required Completion Percentage)
   1. “Earned units” (or “completed units”) with satisfactory academic progress are those courses in which the student receives a passing grade. The number of units completed with a grade of “I” (incomplete), “F” (fail), “W” (withdraw), missing grades, no grades, and for audited classes (“AU”) will not count as earned units toward the minimum satisfactory academic progress requirement.

2. “Attempted units” are those units the student remains enrolled in after the add/drop period for each course. The number of units completed with a grade of “I” (incomplete), “F” (fail), “W” (withdraw), missing grades, no grades, and for audited classes (“AU”) will count as attempted units toward the minimum satisfactory academic progress requirement.

3. The student must successfully complete a minimum of 67% of total attempted hours in each term (Spring, Summer, Fall) to meet the requirement for satisfactory academic progress towards earned units.

Cumulative Grade Point Average (Cumulative GPA)
1. 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.

Maximum Timeframe Limit
1. The maximum timeframe allowed for the student to receive financial assistance is 72
attempted credit units, which corresponds to 150% of the program length.
2. The maximum timeframe as indicated in item 1 above is usually reached in no more than six (6) consecutive academic terms (two academic years).

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.
   c) Must complete all missing assignments, quizzes, tests, and the final exam that he or she did not complete during the original course.
6. No tuition and fees refund is due to any student that requests an incomplete grade.
7. In order to request an incomplete grade the student must complete an “Incomplete Grade Petition” with the teacher and file the completed petition with ISP.

Policy on Course Auditing
Students can register to audit any Integrated Science Program (ISP) course according to the provisions in this policy. Tuition for auditing a course is $1080

1. For the purposes of this document, ‘auditing’ a class means enrolling in a class for ‘no credit’.
2. Auditing the lecture portion of any ISP course will be possible if seats are available in the classroom after the registration of all students who are taking the course for credit.
3. No auditing is allowed in the laboratory portion of any ISP course.
4. When auditing a course, the student is required to follow the general attendance policy for the program and is expected to participate fully in class discussions.
5. Students auditing a course do not turn in assignments or take quizzes, tests, or exams. No grade is issued. The audit student does not receive credit for the course in any circumstance.
6. An audited course may be dropped and added as a ‘for credit’ course only during the official drop/add period. The student is then required to pay in full the additional cost differential of tuition and fees.
7. A ‘for credit’ course may also be dropped and added as an audit course only during the official drop/add period. In this case, the student is entitled to a refund of seventy percent (70%) of the cost differential of tuition and fees.
8. A student can repeat ‘for credit’ a course previously audited and also can audit a course previously taken ‘for credit’. In either case, the regular policy for tuition and fees apply.
9. An audited course counts as “attempted units” but does not count toward “earned units” for financial aid purposes.
Certified Ayurvedic Practitioner Program

<table>
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<tr>
<th>Course #</th>
<th>Course Name</th>
<th>Lect</th>
<th>Lab</th>
<th>Hours</th>
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<td>AY 101</td>
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Course Descriptions

AY 101
Basic principles of Ayurveda
(75 hours/5 units)
The course is designed to impart detailed knowledge of Ayurvedic fundamental principles and theories. Students will be able to explore and comprehend the principles necessary for advanced knowledge. Basic explanation of the working principles of operation – SHAREERA (Body), INDRIYA (Sense organs), SATVA (Mind) and ATMA (Soul) will be presented.

AY 102
Ayurvedic History and Philosophy
(30 hours/2 units)
This course explores the 5000-year history that has contributed to the orderly development of the science of Ayurveda. This course imparts in depth knowledge of different medicinal and therapeutic information in VEDAs and its special relation between Ayurveda and ATHARAVANA VED. Detailed knowledge of various spiritual influences, deities and sages along with their philosophical contributions to development of Ayurveda and the legendary origin of Ayurveda from various classical texts will be presented. The course is designed to inform the students about the Archeological and Manuscripts in support of the historical events.

AY 103
Basic Ayurvedic terminology
(30 hours/2 units)
This course introduces students to oldest literary language – SANSKRIT. The course is devoted to the study of the basic SANSKRIT terms that are employed in Ayurvedic principles, patho-physiology, dietetics, nutrition, herbology, diagnosis and therapeutics. Comprehensive meaning of words used in other courses will be presented in detail.

AY 104
Ayurvedic Psychology, Yoga and Lifestyle.
(60 hours/4 units)
The course investigates into SATVA (mind) and it’s TRIGUNAS (states). Students will discover relation and method of communication between the mind and the sense organs. Students will also gain detailed knowledge of different functions of Mind and explore the information in other schools of Philosophy YOGA. Students learn about the Yoga therapy along with Ayurvedic daily and seasonal routines.
AY 105
Ayurvedic Pathology and Diagnosis
(90 hours/6 units)
This course is designed to provide basic knowledge of pathological processes involving DOSHA, DHATU, MALA and SROTAS in causing various ailments. Students will understand various causes of disease, manifestation stages and disease pathways, classification of disease and its prognosis. Students also will be learning various diagnostic methods of Ayurveda and constitutional analysis.

AY 106
Ayurvedic Herbology
(90 hours/6 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. Material in the course gives properties of Seventy substances with respect to their actions on DOSHA, DHATU, MALA, SROTHA and MANAS.

AY 107
Ayurvedic dietetics and nutrition in health and disease.
(45 hours/3 units)
This course investigates the principles of Ayurvedic dietetics and nutrition and their role in health and disease. Students will learn how to identify the properties of various types of foods and recommend Ayurvedic nutrition programs based on the unique constitutions (prakriti) and dosha imbalances and seasonal variations.

AY 108
Marma and Panchakarma
(90 hours/6 units)
The course is designed for detailed understanding of MARMA, their locations, applied anatomy, classification and therapeutic utility to PANCHAKARMA therapy. Students will learn to administer different varieties of PANCHAKARMA therapies for both health promotion and management of imbalances. Students will also gain knowledge of indications, contraindications and complications of improper administration of PANCHAKARMA. Pre-operative, operative and post-operative procedures of all the PANCHAKARMA will be imparted in detail.

AY 109
Ayurvedic Disease Management I
(60 hours/4 units)
The course is designated for Ayurvedic management of common ailments. The course combines all the students have learned and involves critical thinking and clinical reasoning. Case histories and therapeutics are reviewed, with class and group interactions. Case taking, differential diagnosis, diet, and herbs for common musculoskeletal, digestive, respiratory and neurological conditions are explained in detail.

AY 110
Rasayana
(45 hours/3 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 and staying fit at any age. The methods described for enhancing the body’s resistance against disease causing factors and preventing advancement of chronic diseases. Herbs and dietetic substances that enhance Memory, Voice, Eyesight, Energy and complexion will be highlighted.

AY 111
Ayurvedic Disease Management II
(60 hours/4 units)
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 common neurological, urogenital, cardiovascular, ear, nose, and throat conditions are explained in detail.

AY 001
Anatomy
(75 hours/5 units)
This course comprehensively presents a study of human anatomy including the organization of the body and the skeletal and muscular systems. It
provides the study of the anatomy of lymphatic, immune, cardiovascular, respiratory, digestive, urinary, reproductive, nervous, and endocrine systems.

**AY 002**  
*Physiology*  
(75 hours/5 units)  
This course provides a study of the physiology of the musculoskeletal, immune, cardiovascular, respiratory, digestive, urinary, reproductive, nervous, and endocrine systems and a discussion of fluid and electrolyte balance, acid-base balance, genetics and growth and development.

**AY 200**  
*Internship*  
(75 hours/5 units)  
This course offers the students an opportunity to receive hands-on training in clinical practice. They develop the knowledge and skills for clinical practice under the supervision of an experienced Ayurvedic practitioner.

**Course Requirements**  
The minimum course requirements are successful completion of the entire 900 hours for the Certified Ayurvedic Practitioner. A certificate of completion will be awarded to those students who complete all course requirements, including exams, practical sessions, externship and online learning.

**Attendance and Grades**  
Students are required to attend all hours of the program. In the case of an excused absence, students should contact the School of Professional Studies to see what arrangements can be made to make-up the hours missed. Students are responsible to be on time and prepared for each class session with appropriate attire, supplies, etc. and homework assignments completed. 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.

Applicants for admission must provide:  
1. A properly completed application for admission;  
2. An official high school transcript or GED certificate;  
3. One letter of recommendation  
4. Summarize your academic background and strengths and how you have prepared for your career choice.

**Tuition**  
Please see SCUHS website for current tuition. A 10% late fee may be assessed for late payment of tuition.
# Massage Therapy Trimester Schedule of Classes

<table>
<thead>
<tr>
<th>Course Number</th>
<th>Course Title</th>
<th>Trimester I</th>
<th></th>
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<th>Total Units</th>
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<tbody>
<tr>
<td>MTAP101</td>
<td>Anatomy, Physiology I</td>
<td>Lec. 60</td>
<td>Lab. 8</td>
<td>Hours 68</td>
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<tr>
<td>MTPA101</td>
<td>Palpation</td>
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<td>Lab. 16</td>
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<tr>
<td>MTPP101</td>
<td>Massage Therapy Principles &amp; Practice I</td>
<td>Lec. 12</td>
<td>Lab. 60</td>
<td>Hours 72</td>
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<tr>
<td>MTWN101</td>
<td>Wellness/Nutrition/Relaxation</td>
<td>Lec. 16</td>
<td>Lab. 16</td>
<td>Hours 24</td>
<td>Units 1.5</td>
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<tr>
<td>MTPM101</td>
<td>Practice Management I</td>
<td>Lec. 16</td>
<td>Lab. 0</td>
<td>Hours 8</td>
<td>Units 1</td>
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<tr>
<td>MTOL101</td>
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<td>MTSM101</td>
<td>Seminar 1a &amp; 1b</td>
<td>Lec. 4</td>
<td>Lab. 12</td>
<td>Hours 16</td>
<td>Units 0.5</td>
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<tr>
<td></td>
<td>20 hours/week</td>
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<tr>
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<td>MTAP202</td>
<td>Anatomy, Physiology II</td>
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<td>MTPP202</td>
<td>Massage Therapy Principles &amp; Practice II</td>
<td>Lec. 12</td>
<td>Lab. 60</td>
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<td>MTPM202</td>
<td>Practice Management II</td>
<td>Lec. 24</td>
<td>Lab. 0</td>
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<td>MTCP201</td>
<td>Clinical Pathology</td>
<td>Lec. 24</td>
<td>Lab. 0</td>
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<td>MTCL201</td>
<td>Clinical Internship I</td>
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<td>Lab. 16</td>
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<td>Units 0.5</td>
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<td>Lab. 45</td>
<td>Hours 45</td>
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<td>MTSM202</td>
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<td>Units 4</td>
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<tr>
<td>MTPP303</td>
<td>Massage Therapy Principles &amp; Practice III</td>
<td>Lec. 12</td>
<td>Lab. 60</td>
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<td>Units 3</td>
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<td>MTSP301</td>
<td>Massage Therapy Special Populations</td>
<td>Lec. 8</td>
<td>Lab. 8</td>
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<td>Units 2</td>
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<td>MTCL302</td>
<td>Clinical Internship II</td>
<td>Lec. 0</td>
<td>Lab. 32</td>
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<td>Units 1</td>
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<tr>
<td>MTOL303</td>
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<td>Lec. 0</td>
<td>Lab. 45</td>
<td>Hours 45</td>
<td>Units 0.5</td>
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<td>Seminar 5a &amp; 5b</td>
<td>Lec. 4</td>
<td>Lab. 12</td>
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<td>Units 0.5</td>
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<tr>
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<td>20 hours/week</td>
<td></td>
<td></td>
<td></td>
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<td>80 177 265 9</td>
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</table>
Course Descriptions

Anatomy & Physiology 1
(MTAP-101)
(68 hours/5 units)
This course is the first of a three part series that includes an introduction to anatomy and physiology and the basic structure and function of the human body. It will include basic organization, cellular structure and function, tissues and organs, and body systems. Detailed attention will be given to the muscular, nervous, skeletal and integumentary systems. Students will learn terminology and functional anatomical structures. The course includes observation and palpation of human cadavers.

Anatomy & Physiology 2
(MTAP-202)
(60 hours/4 units)
This course is the second of a three part series that includes an introduction to anatomy and physiology and the basic structure and function of the major systems of the human body. Detailed attention will be given to the respiratory, circulatory, lymphatic, immune, endocrine, digestive, genitourinary and limbic systems. Students will learn terminology and functional anatomical structures. The course includes observation and palpation of human cadavers.

Anatomy & Physiology 3
(MTAP-303)
(60 hours/4 units)
This course reviews the basic structure and function of the musculoskeletal system of the human body. Detailed attention will be given to the origin, insertion and action of the major muscles of the human body, as well as joints, ligaments and overall body movement.

Palpation
(MTAP-101)
(32 hours/1.5 units)
Students will learn through study and practical application the major superficial muscles and body landmarks. Basic palpation skills are developed in laboratory hands-on activities.

Massage Therapy: Principles and Practice 1
(MTPP-101)
(72 hours/3 units)
This course offers hands-on experience in the art and science of deep tissue massage, trigger point therapy, and myofascial release technique. Students will build on their previous knowledge and hands on training to focus on specific structures and conditions of the body. Chair massage will also be taught.

Massage Therapy: Principles and Practice 2
(MTPP-202)
(72 hours/3 units)
This course offers hands-on experience in the art and science of orthopedic massage, sports massage and rehabilitation. Students will learn to adapt their skills to a wide range of client complaints by developing their ability to think critically and select appropriate courses of action with clients.

Massage Therapy: Principles and Practice 3
(MTPP-303)
(72 hours/3 units)
This course offers hands-on experience in the art and science of orthopedic massage, sports massage and rehabilitation. Students will learn to adapt their skills to a wide range of client complaints by developing their ability to think critically and select appropriate courses of action with clients.

Massage Therapy: Special Populations
(MTSP-301)
(24 hours/2 units)
Students learn additional massage therapy techniques and applications as applied to special populations. This will include geriatric massage, massage for the terminally ill (hospice massage), massage for persons with disabilities, pediatric/infancy massage as well as pregnancy massage. The special needs of each population will be included.

Wellness/Nutrition/Relaxation
(MTWN-101)
(24 hours/1.5 units)
Students learn the fundamental principles of wellness, health, hygiene, and human nutrition. Students will also learn relaxation techniques. The course emphasizes the importance of wellness, nutrition, and relaxation as components of optimal health for clients as well as self-care for therapists.

Practice Management 1: Business
(MTPM-101)
(8 hours/1 unit)
Students will learn goal setting, marketing strategies, and entrepreneurship and will develop a business plan for a successful massage business. This will include management of a massage therapy business and communication skills. Students will be introduced to mechanics, posture, injury prevention, contraindications, table management and proper draping technique. The course will also address soft tissue physiology and response to massage.
various employment settings and the benefits and risks of each. Legal issues and licensing requirements will be included.

**Practice Management 2: Professional Studies**  
(MTPM-202)  
(8 hours/1 unit)  
Students will learn the principles of ethics, professionalism and boundary setting. Scope of practice, therapist/client relationship, and relationships with other health care providers will be included. Students will also be introduced to the legal, regulatory and professional considerations for massage therapists. Information regarding professional massage associations will be included.

**Clinical Pathology**  
(MTCP-201)  
(40 hours/3 units)  
This course introduces students to the basics of inflammation and repair, infectious disease, skin conditions, parasitic infections, as well as pathological conditions affecting the neuromusculoskeletal system. Universal precautions in a health care environment and OSHA guideline will also be introduced. Numerous medical conditions likely to be encountered in a massage practice will be included.

**Clinical Internship**  
(MTCL-201)  
(16 hours/0.5 units)  
(MTCL-302)  
(32 hours/1 unit)  
The clinical internship is designed to introduce the student to the clinical setting where the student will complete 45 one-hour massage sessions. The goal of this course is to build confidence, introduce time management and provide a rich and diverse experience where the student will be exposed to clients with various conditions and treatment plans.

**Seminars**  
(MTSM-101,202,203,304,305)  
(16 hours/0.5 unit)  
Seminars may include a wide variety of specialized instruction on differing massage or massage-related techniques. These may include aromatherapy, acupressure, herbs, lomi lomi, pregnancy massage, reflexology, reiki, shiatsu, stone therapy, Tai Chi, Thai massage, Thai compress massage, Tui Na, and various forms of deep tissue/myofascial work. Other topics may be included.

**Open Lab**  
(MTOL-101,202,303)  
(45 hours/0.5 units)  
Students will have the opportunity to practice the techniques they have learned under the supervision of an instructor and/or licensed therapist. Students can practice new techniques as well as review skills learned earlier in the program.

**Course Requirements**  
The minimum course requirements are successful completion of the entire 250-hours for a Massage Practitioner’s Certificate, 500-hours for a Massage Therapist’s Certificate and 750-Hours for the Advanced Massage Therapist Certificate. A certificate of completion will be awarded to those students who complete all course requirements, including exams, practical sessions, externship and on-line learning. Graduates will be eligible to sit for the national certification examination administered by the National Certification Board of Therapeutic Massage and Bodywork as well as be eligible to work virtually anywhere in the nation with a minimum of 500 hours of instruction.

**Attendance and Grades**  
Students are required to attend all hours of the program. In the case of an excused absence, students should contact the School of Professional Studies to see what arrangements can be made to make-up the hours missed. Students are responsible to be on time and prepared for each class session with appropriate attire, supplies, etc. and homework assignments completed. 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.

Applicants for admission must provide:  
1. A properly completed application for admission;  
2. An official high school transcript or GED certificate;  
3. One letter of recommendation  
4. Summarize your academic background and strengths and how you have prepared for your career choice.

**Tuition**  
Please see SCUHS website for current tuition. A 10% late fee may be assessed for late payment of tuition.
All individuals appointed as School of Professional Studies Faculty have the appropriate degrees, experience and qualifications commensurate with the requirements of any specific program.

Alan H. Adams  
BS, Michigan Lutheran College, 1968  
BS, DC, National College of Chiropractic, 1973  
Diplomate, American Chiropractic Board of Nutrition, 1981  
MS, University of Bridgeport, 1984

Bradford Alex  
BS, Iowa State University, 1981  
DC, Los Angeles College of Chiropractic, 1995

G. Douglas Andersen  
BA, California State University, Fullerton, 1980  
BS, Pasadena Chiropractic College, 1982  
DC, Pasadena Chiropractic College, 1985  
Diplomate, American Chiropractic Board of Sports Physicians, 1994  
Diplomate, American Board of Chiropractic Nutrition, 1996

John M. Bassano  
BS, SUNY, Cortland, 1991  
DC, New York Chiropractic College, 1995  
Diplomate, American Chiropractic Board of Radiology, 1997

Natalie Bergman (nee Gluck)  
BA, University of California, Los Angeles, 1985  
DC, Los Angeles College of Chiropractic, 1994

Chad Barylski  
BS, Miami University, 2000  
DC, Southern California University of Health Sciences, 2007  
Certified Strength & Conditioning Specialist, 2007  
Certified Chiropractic Sports Physician, 2007  
Nationally Registered Emergency Medical Technician – Basic, 2007  
Certified as BLS & First Aid Instructor, Graston Technique, & Functional Movement Screening, 2008  
Diplomate, American Chiropractic Board of Sports Physicians, 2008

Michelle Binkowski

James Blumenthal  
DC, Logan College of Chiropractic, 1993  
DN, Clayton School of Natural Healing, 2000  
Diplomate, American Clinical Board of Nutrition, 2002  
Diplomate, Functional Neurology, 2005

Joel P. Carmichael  
BS, Logan College of Chiropractic, 1983  
DC, Logan College of Chiropractic, 1985  
Certified Chiropractic Sports Physician, 1994  
Diplomate, American Chiropractic Board of Sports Physicians, 1996

Brian Carman  
DC, New York Chiropractic College, 1996  
Certification McKenzie Institute, 2000

James E. Carter  
BS, National College of Chiropractic, 1983  
DC, Life Chiropractic College-West, 1984  
Diplomate, American Chiropractic Board of Radiology, 1988

Mary Kate Connolly  
BA, State University of New York at New Paltz, 1986  
DC, Los Angeles College of Chiropractic, 1991  
Certified Chiropractic Sports Physician, 1994

Arthur Croft  
DC, Los Angeles College of Chiropractic, 1981  
MS, University of Bridgeport, 1983  
Diplomate, American Board of Chiropractic Orthopedists, 1986

Angela Davidson  
DC, Los Angeles College of Chiropractic, 2001  
Certified Medical Evaluator, 2008

Beth Dominicis  
BA, California State University, Long Beach, 1985  
BS, California State University, Long Beach, 1988  
DC, Southern California University of Health Sciences, 1994

Stanley Ewald  
Assistant Clinical Professor  
BS, California State Polytechnic University, 1984  
DC, Los Angeles College of Chiropractic, 1992  
MPH, University of California, Los Angeles, 2001

Keith Feder  
BA, State University of New York, Albany, 1979  
MD, State University of New York, Downstate Medical School, 1983

Brett Guimard  
BS, Dominican University, 2003  
DC, Southern California University of Health Sciences, 2006  
MAOM, Southern California University of Health Sciences, 2007  
Certified Chiropractic Sports Physician, 2008

James Haas  
MD, University of Vermont College of Medicine, 1981

Paul Hooper  
BS, Pittsburgh State University, Kansas, 1971  
DC, Cleveland Chiropractic College, 1975

Joseph M. Horrigan  
DC, Los Angeles College of Chiropractic, 1988  
Certified Chiropractic Sports Physician, 1993  
Diplomate, American Chiropractic Board of Sports Physicians, 1994
Gary Jacob  
BA, State University of New York at Binghamton, 1974  
DC, Los Angeles College of Chiropractic, 1978  
Doctor of Oriental Medicine, CA Acupuncture College, 1983

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

Parla Jayagopal

Craig Kawaoka  
BS, California Polytechnic University San Luis Obispo, 1983  
DC, Los Angeles College of Chiropractic, 1999  
Certified Strength and Conditioning Specialist, 2000  
Certified Chiropractic Sports Physician, 2001  
Diplomate American Chiropractic Board of Sports Physicians, 2002

Anupama Kizhakkeveettil  
BAMS, SDM college of Ayurveda, 1999  
MAOM, College of Acupuncture and Oriental Medicine, 2006

J. Todd Knudsen  
BS, Los Angeles College of Chiropractic, 1988  
DC, Los Angeles College of Chiropractic, 1990  
Diplomate, American Chiropractic Board of Radiology, 1993

Robert Lardner  
PT, Lunds University—Sweden  
JoAnne Laricq  
BS, PT, University of San Francisco, 1982  
DC, Life Chiropractic College-West, 1993

Ron LeFebvre  
BA, University of California, Los Angeles, 1972  
MA, University of California, Los Angeles, 1973  
DC, Cleveland College of Chiropractic, 1983

David Lemberg  
BA, Brooklyn College, 1971  
DC, New York Chiropractic College, 1981  
Certified Chiropractic Sports Physician, 1986  
Diplomate, American Board of Chiropractic Orthopedists, 1988

Jonathan Lesch  
BS, LeMoyne College, 1993  
DC, New York College of Chiropractic, 1997  
Certification, McKenzie Institute, 2000

Sam C. Liang  
MD, Taipei Medical College, 1968  
PhD, Asian American University, 1985

Craig Liebenson  
BA, University of Colorado, Boulder, 1982  
DC, Los Angeles College of Chiropractic, 1987

Stuart M. McGill  
BPHE, University of Toronto, 1980  
MSc, University of Ottawa, 1982  
PhD, University of Waterloo, 1986

Debra L. Mitchell  
Chiropractic Assistant Trainer

A. Paige Morgenthal  
BA, Douglas College of Rutgers University, 1974  
BS, Los Angeles College of Chiropractic, 1981  
DC, Los Angeles College of Chiropractic, 1981

Brendan Murray  
DC, Cleveland Chiropractic College, 1988  
Certified Chiropractic Sports Physician, 1992  
Qualified Medical Examiner, 1994  
Diplomate, American Chiropractic Board of Sports Physicians, 1995

Hang Nguyen  
DC, Los Angeles College of Chiropractic, 1995

Saharut "Sunny" Nilchavee  
B.S., University of Southern California, 1998  
M.S.Ed., University of Southern California, 1999  
D.C., Southern California University of Health Sciences, 2003  
Certified Thai Traditional Massage Practitioner, 2003

Reed B. Phillips  
BS, University of Utah, 1970  
DC, National College of Chiropractic, 1973  
Diplomate, American Chiropractic Board of Radiology, 1977  
MSCM, University of Utah, 1979  
PhD, University of Utah, 1987

Bharathi Ravi

Michael Reed  
DC, Los Angeles College of Chiropractic, 1981  
Certified Chiropractic Sports Physician, 1983  
Certified Strength & Conditioning Specialist, 1987  
Diplomate, American Chiropractic Board of Sports Physicians, 1993

Diane Resnick  
DC, Los Angeles College of Chiropractic, 1994

Curtis T. Rigney  
Certified Massage Therapist, 1987  
DC, Los Angeles College of Chiropractic, 1992

Patricia Rogers  
BS, Bert H. Lehman College, 1977  
DC, Los Angeles College of Chiropractic, 1983  
Stephen L.G. Rothman  
BA, Yeshiva University, 1963  
MD, Albert Einstein College of Medicine, 1967  
Certification, American Board of Radiology, 1974
Michael Sackett  
DC, Cleveland Chiropractic College, 1982  
MS, University of Bridgeport, 1988  
Qualified Medical Examiner, 1990  
Certified Chiropractic Sports Physician, 1991  
Diplomate, American Board of Chiropractic Orthopedists, 1991

John Scaringe, DC, DACBSP  
BS, Slippery Rock University, 1980  
DC, New York Chiropractic College, 1987  
Diplomate, American Chiropractic Board of Sports Physicians, 1994  
MS, California State University Fullerton, 2000

Gary D. Schultz  
DC, National College of Chiropractic, 1985  
Diplomate, American Chiropractic Board of Radiology, 1988

Gary Tanner  
BS - Pacific Christian College/Hope University - 1977  
DC - LACC - 1969  
MUA Certification - TCC- 1990  
Disability Evaluation Certification - LACC - 1992

Curtis Turchin  
BA, University of Southern California, 1970  
M.S.Ed., California State University, San Francisco, 1973  
DC, Palmer College of Chiropractic, 1983

Gaby Underwood  
CMT, Southern California University of Health Sciences, 2006

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

Sivarama “Prasad” Vinjamury  
MD (Ayurveda), University of Kerala, 1992  
MAOM, Southern California University of Health Sciences, 2003  
MPH, California State University, Fullerton, 2008
Board of Regents 2009

Jeff Bowne, D.C.
Richard Burger, D.C.
Steve Chiang, D.C.
Harry Douglas, III, Ph. D.
Alexander Ediss, DC
Martin Gallegos, D.C.
Harry Jacobs, M.A.
Ron Lau, Ed.D, M.B.A
Roberto Morales, D.C.
Timothy Noble, DC
William Valusek, D.C.
Caleb K. Zia, BSEE & MSEE, Ed.D

Emeritus Members
Phillip Brown, DC, LLB
Charles Crecelius, LHD
Howard Essegian
W.M. Marcussen, BchE (Hon. DC)
Leonard Savage, DC
Franklin Schoenholtz, DC
Ordean Syverson, DC

Officers of the University

President
Ronald Kraft, PhD
PhD, Capella University in Minnesota
MS, BS, San Diego State University
AA, Grossmont Community College in San Diego

Vice President of Academic Affairs
John Scaringe, DC, DACBSP
BS, Slippery Rock University, 1980
DC, New York Chiropractic College, 1987
Diplomate, American Chiropractic Board of Sports Physicians, 1994
MS, California State University Fullerton, 2000

Vice President of Institutional Advancement
Regina Webster, MBA
MBA, University of LaVerne
Graduate course work at Cal State Fullerton in Gerontology
B.A. in Sociology and Film/Communications from Pitzer College

Associate Vice President, School of Professional Studies/Enrollment Management
Debra Mitchell

Chief Financial Officer
Roger Jenkins, BS
Brigham Young University – 1974

Faculty of the University

Note: Year following name designates appointment date. (*) designates Postgraduate faculty status.

William Adler, 2007
Assistant Professor
BS, Los Angeles College of Chiropractic, 1991
DC, Los Angeles College of Chiropractic, 1992

Sameh Aziz Awad, 1995
Associate Professor
MD, Cairo University, Egypt, 1980

Samir Ayad, 1996
Associate Professor
MD, Alexandria University, 1983

Chad Barylski, 2007
Sports Medicine Resident
DC, Los Angeles College of Chiropractic, 2007

Dionne M. Bassano, 2006 *(PT)
Assistant Professor
DC, Los Angeles College of Chiropractic, 1999

John M. Bassano, 1998 *
Professor
BS, SUNY, Cortland, 1991
DC, New York Chiropractic College, 1995
Diplomate, American Chiropractic Board of Radiology, 1997

Jamie Bedle, 2007
Diagnostic Imaging Resident
BS, University of Delaware, 2001
DC, Life College of Chiropractic, 2005

Marc Andre’ Bock, 1996
Associate Professor
BA, St. John’s College, 1968
BS, Los Angeles College of Chiropractic, 1975
DC, Los Angeles College of Chiropractic, 1976
MA, United States International University, 1986
PhD, United States International University, 1988
Thomas R. Bodette, 2008
Assistant Professor
BS, University of Notre Dame, 1999
DC, Palmer College of Chiropractic West, 2004
Certificate, American Chiropractic Board of Sports Physicians, 2006

Juanita Brown, 2006
Instructor,
AS, Crafton Hills College, 1986
MAOM, Southern California University of Health Sciences, 2005

Trung-Hung Bui, 2003
Instructor
DC, Los Angeles College of Chiropractic, 2003

Dennis Buckley, 2003
Assistant Professor
DC, Los Angeles College of Chiropractic, 1993

Gary L. Bustin, 1987
Associate Professor
BS, California State University, Los Angeles, 1976
DC, Los Angeles College of Chiropractic, 1981
Diplomate, American Chiropractic Board of Radiology, 1987

Leigh Caldwell, 2008
Assistant Professor
BA, Tufts University, 1979
MSAOM, South Baylo University, 1997
DOM, South Baylo University, 2007

Manuel Canabal, 2008
Instructor
BS, University of Puerto Rico, 1999
MSAOM, Southern California University of Health Sciences, 2008

Jonathan Carlos, 1986
Assistant Professor
BS, University of Manila, 1977
MD, University of Manila, 1981

Liteh (Calvin) Chang, 2008
Assistant Professor
MCE, Ta Hwa Technology College, 1984
Diplomat, National California Commission for Acupuncture & Oriental Medicine, 1987
MSAOM, South Baylo University of Oriental Medicine, 2002

Victor M. Chavez, January 2008
Instructor
BS Biological Sciences, California State University, Fresno 2004
DC, Los Angeles College of Chiropractic 2007

Qing Chen, 2003
Professor
BS, Chengdu University of Traditional Chinese Medicine, 1985
MSAOM, Chengdu University of Traditional Chinese Medicine, 1988

Wendy Chen, 2004
Instructor
BS, Chinese Culture University, Taiwan, 1976
MSAOM, South Baylo University of Oriental Medicine, 1997

Ya-Yuan Cheng, 2008 (PT)
Instructor
BA, University of California, Berkeley, 2003
DC, Southern California University of Health Sciences, 2006
MAOM, Southern California University of Health Sciences, 2007

Byung Soo Choi, 2009
Instructor,
MSOM, Samra University, 1994

Young-Tsai Chu, 2007
Lab Instructor
BS, College of Marine & Oceanic Technology, 1976

Chi Ling Chuang, 2001
Assistant Professor
MD, Fujian University of Traditional Chinese Medicine, 1999
MSAOM, South Baylo University, 2000

Angela Davidson, 2001
Assistant Professor
DC, Los Angeles College of Chiropractic, 2001

Beth Dominicis, 2005
Assistant Professor
BA, University of California, San Diego, 1982
BA, CSU, Long Beach, 1985
DC, Los Angeles College of Chiropractic, 1994

Matthew Eurich, 2001
Assistant professor
BS, Logan College of Chiropractic 1994
DC, Logan College of Chiropractic 1996
Diplomate of the American Chiropractic Board of Radiology 2004

Stanley Ewald, 2004
Assistant Clinical Professor
BS, California State Polytechnic University, 1984
DC, Los Angeles College of Chiropractic, 1992
MPH, University of California, Los Angeles, 2001
Charles Fernandez, 1984  
Associate Professor  
BS, DC, Logan College of Chiropractic, 1973  
Diplomate, American Board of Chiropractic Orthopedists, 1989  
MS, Royal Melbourne Institute of Technology, 2002  

Richard Fox, 2006  
Assistant Professor  
BS, Cleveland Chiropractic College, 1981  
DC, Cleveland Chiropractic College, 1983  
Diplomate, American Academy of Pain Management, 1992  
Diplomate, American Chiropractic Board Sports Physicians, 1994  

Lin-Min Fu, 2007  
Professor  
PhD, Standford University, 1985  
MD, National Taiwan University, 197  
MS, Standford University, 1982  
MSAOM, South Baylo University, 2006  

Jack Gianguilio, 2005  
Assistant Professor  
BS, West Chester University, 1988  
DC, Los Angeles College of Chiropractic, 1994  

Gilda Gilak, 2007 (PT)  
Instructor  
BS, Tehran University, 200  
DC, Los Angeles College of Chiropractic, 2005  

Kevin Glenn, 2008 (PT)  
BS, Los Angeles College of Chiropractic, 1980  
DC, Los Angeles College of Chiropractic, 1983  

Emile Goubran, 1979  
Professor  
MD, Alexandria University, 1965  
MS, Alexandria University, 1970  
PhD, Alexandria University, 1973  

Brett Guimard, 2008  
Sports Medicine Resident  
BS, Dominican University, 2003  
DC, Los Angeles College of Chiropractic, 2006  
MAOM, College of Acupuncture and Oriental Medicine, 2007  

Paul Hooper, 1986  
Professor  
BS, Pittsburgh State University, Kansas, 1971  
DC, Cleveland College of Chiropractic, 1975  
MPH, Tulane University, New Orleans, 2002  

Joseph Horrigan, 2005  
Associate Professor  
DC, Los Angeles College of Chiropractic, 1988  
Diplomate, American Chiropractic Board of Sports Physicians, 1994  

Tennsie Hsi, 2008  
Instructor  
AA, Mt. San Antonio College, 2001  
BS, University of California-Irvine, 2003  
MAOM, Southern California University of Health Sciences, 2006  

Lung-Cheng (Eric) Hsiao, 2004  
Associate Professor  
PhD, Beijing University of Traditional Chinese Medicine, 1999  
BS, Guang Zhou University of Traditional Chinese Medicine, 1994  

Lung-Sheng (Lawrence) Hsiao, 2005  
Associate Professor  
MS, Beijing University of Traditional Chinese Medicine, 2000  
BS, Beijing University of Traditional Chinese Medicine, 1997  

Jerry Huang, 2005  
Instructor  
BS, University of California Riverside, 2000  
DC, Southern California University of Health Sciences, 2003  
MAOM, Southern California University of Health Sciences, 2003  

Jacqueline Hutchings, 2003  
Instructor  
MSAOM, South Baylo University, 1998  
AA, Chaffey College, 1983  

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

San Hong Hwang, 2001  
Associate Professor  
OMD, Samra University of Los Angeles, 1983  

Rana Jee, 2004  
Instructor  
BS, University of California, San Diego, 1992  
BA, University of California, San Diego, 1992  
DC, Los Angeles College of Chiropractic, 1998  

Rod Kaufman, 1980  
Professor  
DC, Los Angeles College of Chiropractic, 1976  
MAOM, Southern California University of Health Sciences, 1976  
MS, Royal Melbourne Institute of Technology, 2004  
Diplomate, American Chiropractic Board of Orthopedists, 1983
Craig Kawaoka, 2002
Assistant Professor
BS Cal Poly San Luis Obispo
DC, Los Angeles College of Chiropractic, 1999
LACC Clinical Sciences Residency Program, 2002
Diplomate, American Chiropractic Board of Sports Physicians, 2002

HyunBae Kim, 2005
Instructor
MOM, Emperor’s College, 2000
PhD, Tyin University, 2003

Sungchan Kim, 2004
Assistant Professor
BS, Kon Kuk University, South Korea, 1979
MS, Western Kentucky University, 1985
PhD, University of Missouri, 1993

Anupama KizhakkeVeettil, 2007
BAMS, SDM college of Ayurveda, 1999
MAOM, College of Acupuncture and Oriental Medicine, 2006

J. Todd Knudsen, 2003 *
Associate Professor
BS, Los Angeles College of Chiropractic, 1988
DC, Los Angeles College of Chiropractic, 1990
Diplomate, American Chiropractic Board of Radiology, 1993

Jamie Kowal-Baietto, 2000 (PT)
Assistant Professor
DC, Northwestern College of Chiropractic, 1998
Diplomate of the American Chiropractic Board of Radiology, 2003

Wendy Kreider, 2006
Assistant Professor
DC, Cleveland Chiropractic College, 2004
BS, Cleveland College of Chiropractic, 2003
BA, University of South Florida, 1986

Stephen Kulbaba, 2003
Assistant Professor
DC, Northwestern College of Chiropractic, 1999
Diplomate, American Chiropractic Board of Radiology, 2002

Jonathan Law, 2002 *
Instructor
BS, Cal-Poly Pomona, 1988
MAOM, South Baylo University of Oriental Medicine, 1992

Leon Hsin-Yueh Lee, 2006
Instructor
BS, Texas Christian University, 2002
MAOM, Southern California University of Health Sciences, 2005

Christine Lemke, 1998
Associate Professor
DC, Los Angeles College of Chiropractic, 1998

Ju-Tzu Li, 2003
Associate Professor
MD, Taipai Medical College, Taiwan, 1990
MSAOM, South Baylo University of Oriental Medicine, 2002

Ruiquan Li, 2004
Professor
PhD, Chengdu University of Traditional Chinese Medicine, 1994
MS, Chengdu University of Traditional Chinese Medicine, 1990
BS Luzhou University of Medicine, 1982

Joanna Lin, 2009
Lab Instructor
BS, Fu-Jen Catholic University, 1984
DC, Los Angeles College of Chiropractic, 2008

Yu-Chih Lin Huang, 2004
Associate Professor
BS, China Medical University (Taiwan), 1983
MSOM, China Medical University (Taiwan), 1986
MS, China Medical University (Taiwan), 1997

Willow Liu, 2006
Professor
PhD, Shenyang Pharmaceutical University, China
MS, Liaoning College of Traditional Chinese Medicine, China
BA, Liaoning College of Traditional Chinese Pharmacology, China

Eugene Lowery, 2006
Instructor
AA, El Camino College, 1972
BS, California State University-Long Beach, 1975
DC, Cleveland Chiropractic College, 1979
MSAOM, South Baylo University, 2001

Pao-Chiang Lu, 2008
Assistant Professor
DOM, National Defense Medical Center-Taiwan, 1980
MSAOM, South Baylo University, 2002

Gregg Mallett, 2007
Diagnostic Imaging Resident
DC, Palmer College of Chiropractic, 2003

Melany A. Meier, 2001
Associate Professor
DC, Los Angeles College of Chiropractic, 1981
Sue Mir, 2008
Assistant Professor
MSAOM, South Baylo University, 1999
DOM, South Baylo University, 2006

John Miller, 2005
Director of External Clinical Programs, 2005
AA, El Camino College, 1976
BS, Los Angeles College of Chiropractic, 1978
DC, Los Angeles College of Chiropractic, 1780

Susan Moreau, 2001
Assistant Professor
BFA, California State University, Long Beach, 1989
DC, Los Angeles College of Chiropractic

Dustin Nabhan, 2009
Sports Medicine Resident
BS Physiology, University of Arizona, 2005
DC, Los Angeles College of Chiropractic, 2008

Melissa Nagare, 2007
Instructor
BA, Dartmouth College, 1999
DC, Los Angeles College of Chiropractic, 2007
MAOM, College of Acupuncture and Oriental Medicine, 2007

Gerald Nastasia, Jr., 2008*
Assistant Professor
BS, Logan College of Chiropractic, 1988
DC, Logan College of Chiropractic, 1990
Diplomate, American Board of Chiropractic Orthopedists, 1995

Antoinette Nguyen, 2005
DC, Los Angeles College of Chiropractic, 1998

Michele Neal, January, 2009
Assistant Professor
BS, Park College, 1986
MA, New Mexico State University, 1989
DC, Los Angeles College of Chiropractic, 2008

Anastasia Orengo, 2008 (PT)
AA, Cleveland Chiropractic College, 2004
BS, Excelsior College, 2009
DC, Los Angeles College of Chiropractic, 2008
Master of Acupuncture and Oriental Medicine, Expected Graduation Date December, 2010

Jorge Orozco, 2005 (PT)
Assistant Professor
DC, Los Angeles College of Chiropractic, 2005

Touba PakdelNabati, 2006 (PT)
Instructor
DC, Southern California University of Health Sciences, 2006
BS Science in Biology, University of California Irvine, 2002

Robert Patterson, 2008 (PT)
DC, Cleveland Chiropractic College - Los Angeles, 1997
EMT, Los Angeles Valley College, 2000
CCSP, American Board of Chiropractic Sports Physicians, 2001

Chun Fu Peng, 1992
Instructor
BS, National Taiwan University, 1965
MS, National Taiwan University, 1968
PhD, University of Arkansas, 1975

Diane Resnick, 1997 *
Associate Professor
DC, Los Angeles College of Chiropractic, 1997
Diplomate, American Chiropractic Board of Radiology, 1989

Patricia A. Rogers, 1991 *
Assistant Professor
BS, Herbert H. Lehman College, CUNY, 1977
DC, Los Angeles College of Chiropractic, 1983

Kevin A. Rose, 1988
Professor
DC, Los Angeles College of Chiropractic, 1984
Diplomate, American Board of Chiropractic Orthopedists, 1991

Michael Sackett, 1992 *
Associate Professor/Chief of Staff
DC, Cleveland Chiropractic College, 1982
MS, University of Bridgeport, 1988
Diplomate, American Board of Chiropractic Orthopedists, 1991

Amanda M. Satterlee, 2007
Diagnostic Imaging Resident
BS, California Polytechnic University at Pomona, 2001
DC, Los Angeles College of Chiropractic, 2006

John Scaringe, 1991 *
Professor
BS, Slippery Rock University, 1980
DC, New York Chiropractic College, 1987
Diplomate, American Chiropractic Board of Sports Physicians, 1994
MS, California State University, Fullerton, 2000

AnShen Shi, 2001
Associate Professor
BS, Beijing College of Traditional Chinese Medicine, 1982
MS, China Academy of Traditional Chinese Medicine, 1987
Xu (Harry) Shi, 2001
Assistant Professor
BS, Beijing College of Traditional Chinese Medicine, 1991
MS, DaLain University of Foreign Languages, 1993
MSAOM, South Baylo University of Oriental Medicine, 2000
DOA, South Baylo University of Oriental Medicine, 2006

Margaret Shih, 2008
Assistant Professor
BA, Taipei Medical College, 1997
MSAOM, South Baylo University, 1999
PhD, Beijing University of Chinese Medicine, 2006

Mira P. Shin, 2003
Instructor
MSAOM, South Baylo University, 2002
BS. Chunbuk National University

Hansin Shyr, 2008
Assistant Professor
PhD, National Defense Medical Center-Taiwan, 1972
MAOM, Southern California University of Health Sciences, 2007

David Sikorski, 1994
Professor
BS, Canisius College, New York, 1969
DC, Pasadena College of Chiropractic, 1986

Brad Smith
Assistant Professor
University of California at Irvine; BS 1986
DC, Los Angeles College of Chiropractic, 1990
Clinical Science Residency, LACC, 1998

Eric St. Pierre, 2007
Sports Medicine Resident
BS, Westfield State College, 1999
DC, Los Angeles College of Chiropractic, 2007

Cliff Tao, 2003
Assistant Professor
BSc (Kin), University of Waterloo, 1995
DC, National University of Health Sciences, 2000
Diplomate, American Chiropractic Board of Radiology, 2003
CCSP, American Chiropractic Board of Sports Physicians, 2003

Garrett Thompson, 2007
Assistant Professor
BS, Reed College, Portland, OR, 1994
PhD (Biochemistry), Loma Linda University, 2000

Gene S. Tobias, 1982 *
Professor
BA, University of California, Berkeley, 1969
MA, SUNY, Buffalo, 1971
PhD, SUNY, Buffalo, 1974
DC, Los Angeles College of Chiropractic, 1998

Darlene Ann Valdez, 2006
Diagnostic Imaging Resident
BS, The University of Texas at San Antonio, 2003
DC, Parker College of Chiropractic, 2006

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

Chiao-Nien Wang, 2001
Assistant Professor
BS, National Taiwan University of the Arts, 1992
MSAOM, South Baylo University, 1994
PhD, American Global University, 1998
Diplomat, National California Commission for Acupuncture & Oriental Medicine

Paul Wanlass, 2003
Assistant Professor
DC, Los Angeles College of Chiropractic, 1999
C.S.C.S., National Strength & Conditioning Association, 1999

Chris Watkins, 2006
Assistant Professor
BS, Brigham Young University, 1999
DC, Los Angeles College of Chiropractic, 2002
Diplomate, American Chiropractic Board of Radiology, 2006

Manli Wu, 2005
Assistant Professor
BS, Guangzhou University of Traditional Chinese Medicine, 1996
DC, Southern California University of Health Sciences, 2005

Wen-Shuo Wu, 2001
Associate Professor
BS, China Medical College, Taiwan, 1987
MPH, University of California, Los Angeles, 1992
MSAOM, South Baylo University of Oriental Medicine, 1994

Jenny Yu, 2001
Assistant Professor
BA, University of Southern California, 1993
MSAOM, South Baylo University of Oriental Medicine, 1996

Rong Zhang, 2006
Assistant Professor
DC, Cleveland Chiropractic College, 2004
MD, Shanxi Medical University (China), 1991

Gregory Zimmerman, 2001
Instructor
BS, Arizona State University, 1993
MSAOM, South Baylo University of Oriental Medicine, 1997
Faculty by Department

College of Acupuncture and Oriental Medicine

Wem-Shuo Wu, MPH, MSOM
Dean

Juanita Brown, 2006
Instructor
AS, Crafton Hills College, 1986
MAOM, Southern California University of Health Sciences, 2005

Leigh Caldwell, 2008
Assistant Professor
BA, Tufts University, 1979
MSAOM, South Baylo University, 1997
DOM, South Baylo University, 2007

Manuel Canabal, 2008
Instructor
BS, University of Puerto Rico, 1999
MSAOM, Southern California University of Health Sciences, 2008

Liteh (Calvin) Chang, 2008
Assistant Professor
MCE, Ta Hwa Technology College, 1984
Diplomat, National California Commission for Acupuncture & Oriental Medicine, 1987
MSAOM, South Baylo University of Oriental Medicine, 2002

Wendy Chen, 2004
Instructor
BS, Chinese Culture University, Taiwan, 1976
MSAOM, South Baylo University of Oriental Medicine, 1997

Ya-Yuan Cheng, 2008
Lab Instructor
BA, University of California, 2003
DC, Southern California University of Health Sciences, 2006
MAOM, Southern California University of Health Sciences, 2007

Byung Soo Choi, 2009
Instructor,
MSOM, Samra University, 1994

Young-Tsai Chu, 2007
Lab Instructor
BS, College of Marine & Oceanic Technology, 1976

Lin-Min Fu, 2007 *
Professor
PhD, Standford University, 1985
MD, National Taiwan University, 197
MS, Standford University, 1982
MSAOM, South Baylo University, 2006
Tennis Hsi, 2008

Instructor
AA, Mt. San Antonio College, 2001
BS, University of California-Irvine, 2003
MAOM, Southern California University of Health Sciences, 2006

Lung-Cheng (Eric) Hsiao, 2004 *
Associate Professor
BS, Guang Zhou University of Traditional Chinese Medicine, 1994
PhD, Beijing University of Traditional Chinese Medicine, 1999

Lung-Sheng (Lawrence) Hsiao, 2005 *
Associate Professor
BS, Beijing University of Traditional Chinese Medicine, 1997
MS, Beijing University of Traditional Chinese Medicine, 2000

Jacqueline Hutchings, 2003
Instructor
AA, Chaffey College, 1983
MSAOM, South Baylo University, 1998

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

San Hong Hwang, 2001 *
Associate Professor
OMD, Samra University of Los Angeles, 1983

Anupama Kizhakkeveettil, 2007
Instructor
BAMS, Mangalore University, 1998
MAOM, Southern California University of Health Sciences, 2007

Jonathan Law, 2002 *
Instructor
BS, Cal-Poly Pomona, 1988
MSAOM, South Baylo University of Oriental Medicine, 1992

Leon Hsin-Yueh Lee, 2006
Instructor
BS, Texas Christian University, 2002
MAOM, Southern California University of Health Sciences, 2005

Ju-Tzu Li, 2003 *
Professor
MD, Taipei Medical College, Taiwan, 1990
MSAOM, South Baylo University of Oriental Medicine, 2002
RuiQuan Li, 2004
Professor
BS Luzhou University of Medicine, 1982
MS, Chengdu University of Traditional Chinese Medicine, 1990
PhD, Chengdu University of Traditional Chinese Medicine, 1994

Eugene Lowery, 2006
Instructor
AA, El Camino College, 1972
BS, California State University-Long Beach, 1975
DC, Cleveland Chiropractic College, 1979
MSAOM, South Baylo University, 2001

Pao-Chiang Lu, 2008
Assistant Professor
DOM, National Defense Medical Center-Taiwan, 1980
MSAOM, South Baylo University, 2002

Sue Mir, 2008
Assistant Professor
MSAOM, South Baylo University, 1999
DOM, South Baylo University, 2006

AnShen Shi, 2001
Associate Professor
BS, Beijing College of Traditional Chinese Medicine, 1982
MS, China Academy of Traditional Chinese Medicine, 1987

Xu Shi, 2001 *
Assistant Professor
MS, DaLain University of Foreign Languages, 1993
MSAOM, South Baylo University of Oriental Medicine, 2000
DOA, South Baylo University of Oriental Medicine, 2006

Margaret Shih, 2008
Assistant Professor
BA, Taipei Medical College, 1997
MSAOM, South Baylo University, 1999
PhD, Beijing University of Chinese Medicine, 2006

Mira P. Shin, 2003
Instructor
BS, Chunbuk National University, 1995
MSAOM, South Baylo University, 2002

Hansin Shyr, 2008
Assistant Professor
PhD, National Defense Medical Center-Taiwan, 1972
MAOM, Southern California University of Health Sciences, 2007

Sivarama Vinjamury, 2003 *
Professor
BA/MS, Osmania University, 1989
MAOM, Southern California University of Health Sciences, 2003

Chiao-Nien Wang, 2001 *
Assistant Professor
BS, National Taiwan University of the Arts, 1992
MSAOM, South Baylo University, 1999
PhD, American Global University, 1998
Diplomat, National California Commission for Acupuncture & Oriental Medicine, 2001

Manli Wu, 2005
Assistant Professor
BS, Guangzhou University of Traditional Chinese Medicine, 1996
DC, Southern California University of Health Sciences, 2005

Wen-Shuo Wu, 2001 *
Associate Professor
MAOM, Southern California University of Health Sciences, 2007

Jenny Yu, 2001 *
Associate Professor
BA, University of Southern California, 1993
MSAOM, South Baylo University of Oriental Medicine, 1994

Rong Zhang, 2006
Assistant Professor
MD, Shanxi Medical University-China, 1991
DC, Cleveland Chiropractic College, 2004

Gregory Zimmerman, 2001
Instructor
BS, Arizona State University, 1993
MSAOM, South Baylo University, 1997
Los Angeles College of Chiropractic

J. Todd Knudsen, DC, DACBR
Dean

Basic Sciences Department

Sameh Aziz Awad, MD, Chair
Samir Ayad, MD
Trung-Hung Bui, DC
Jonathan Carlos, MD
Stan Ewald, DC MPH
Jorge Orozco, DC
Chun Fu Peng, PhD
Patricia A. Rogers, DC
Gene S. Tobias, PhD, DC
Emile Goubran, PhD, MD
Joanna Lin, DC
Victor Chavez, DC
Touba PakdelNabati, DC
Kevin Rose, DC, MPH, DABCO

Diagnosis Department

John Bassano, DC, DACBR, Chair
Dionne Bassano, DC
Marc Andre’ Bock, PhD, DC
Thomas Bodette, DC, CCSP
Gary L. Bustin, DC, DACBR
Matt Eurich, DC, DACBR
Stan Ewald, DC MPH
Joseph Horrigan, DC, DACBSP
Christine Lemke, DC
Susan Moreau, DC
Anastasia Orengo, DC
Gene S. Tobias, PhD, DC
Gerald Nastasia, DC, DACBO
Chris Watkins, DC, DACBR

Internship Department

Michael Sackett, DC, MS, DABCO, Chair/Chief of Staff
Marc Andre’ Bock, PhD, DC
Dennis Buckley, DC
Stan Ewald, DC, MPH
Charles Fernandez, DC, MS, DABCO
Rahim Kanji, MS, DC
Rod Kaufman, DC, MS, DABCO
Craig Kawaoka, DC, DACBSP, CSCS
Melany Meier, DC
Diane Resnick, DC
Kevin Rose, DC, MPH, DABCO
Brad Smith, DC
Rick Fox DC, DACBSP
Kevin Glenn, DC, DABCO
Robert Patterson, DC
Antoinette Nguyen, DC

Preceptor/CBI

Michael Sackett, DC, MS, DABCO, Chief of Staff
John Miller, DC

Principles and Practices Department

David Sikorski, DC, Chair
Ya-Yuan Cheng, DC
Angela Davidson, DC
Beth Dominici, DC
Jack Giangiulio, DC
Paul Hooper, DC, MPH, MS
Rod Kaufman, DC, MS, DABCO
Michele Neal, DC, MA
Brad Smith, DC
Paul Wanlass, DC
Shari Wynd, DC, PhD

Research Department

OSIR
Ian Douglas Coulter, PhD
Claudia Der-Martirosian, PhD
Scott Haldeman, DC, MD, PhD
Sivarama Prasad Vinjamury, MD (Ayurvedic), MAOM
Shari Wynd, DC, PhD
Anupama KizhakkeVeettil, MD (Ayurvedic), MAOM
Li-Min Fu, MD, PhD

University Health Center, Whittier (LACC)

Melany A. Meier, DC
Craig Kawaoka, DC, DACBSP, CSCS
Stan Ewald, DC, MPH
Rick Fox DC, DACBSP
Robert Patterson, DC
Antoinette Nguyen, DC
Kevin Glenn, DC, DABCO

Residents:
Diagnostic Imaging
Darlene Vasquez, DC
Amanda Satterlee, DC
Jaime Bedle, DC
Gregg Mallett, DC

Sports Medicine
Eric St. Pierre, DC
Chad Barylski, DC
Bret Guimard, DC
Dustin Nabhan, DC
# Academic Calendar

## SUMMER 2009

<table>
<thead>
<tr>
<th>Date</th>
<th>Day</th>
<th>Event</th>
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</thead>
<tbody>
<tr>
<td>May 4</td>
<td>M</td>
<td>Financial Aid Checks Available</td>
</tr>
<tr>
<td>May 4</td>
<td>M</td>
<td>Tuition Due – All Students</td>
</tr>
<tr>
<td>May 4</td>
<td>M</td>
<td>Classes Begin</td>
</tr>
<tr>
<td>May 7</td>
<td>Th</td>
<td>Tuition late fees begin</td>
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<tr>
<td>May 25</td>
<td>M</td>
<td>Memorial Day*</td>
</tr>
<tr>
<td>July 2</td>
<td>Th</td>
<td>Tuition Deferment Due</td>
</tr>
<tr>
<td>July 3</td>
<td>F</td>
<td>Independence Day (Observed)*</td>
</tr>
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<td>July 4</td>
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<tr>
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<tr>
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## FALL 2009

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<tbody>
<tr>
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<tr>
<td>September 11</td>
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<tr>
<td>November 5</td>
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<td>December 14 – 18</td>
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<td>M-W (2 weeks)</td>
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## SPRING 2010

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<tr>
<td>January 18</td>
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<tr>
<td>February 15</td>
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<td>Presidents’ Day*</td>
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<td>March 4</td>
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</tr>
<tr>
<td>March 22 – April 2</td>
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**SUMMER 2010**

**FALL 2010**

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* Campus Closed