A Leader in Preparing Integrated Complementary Healthcare Providers for Over 100 Years.
Southern California University of Health Sciences

ACADEMIC CATALOG 2012/2013
Presidents Message

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

I am proud to say that SCU offers outstanding graduate education in the healing arts through the Los Angeles College of Chiropractic, College of 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, Master’s of Acupuncture and Oriental Medicine, Integrative Science, Ayurvedic, and Massage Therapy 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, EdD
President/CEO
SCU HISTORY
A horseless carriage – one of the few – “sped” down mud and brick roads. A pioneer fervor dominated the thinking of progressive civic leaders. Los Angeles, “The City of the Angels”, was a bustling city of 319,000 inhabitants. Movies were still in their infancy…still silent. In this milieu, Dr. Charles Cale and his wife, Linnie, committed themselves to disseminate the knowledge of a little known, yet ancient, healing art – chiropractic. Dr. Cale sought to formalize the training of chiropractic physicians.

By 1911, when moderate chiropractic was only 16 years into its history, Dr. Cale applied for and received a charter for Los Angeles College of Chiropractic (LACC). The 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 1940s, a nonprofit corporation, the California Chiropractic Educational Foundation (CCEF) was organized. It acquired several colleges, including LACC. As a holding company, CCEF created a new chiropractic college and retained the name Los Angeles College of Chiropractic. By 1950, the course of study had expanded to four years and the College moved to Glendale, California, consolidating its basic science subjects and chiropractic sciences into one comprehensive curriculum taught in one modern facility.
In the late 1970s, the Board of Regents moved the institution in a bold, new direction. Determined to assure the stability of a progressive chiropractic college, it sought professional educational administrators to develop academic planning, facility usage and economic independence. In three years, the Board had succeeded in creating one of the most responsive and responsible institutions in chiropractic education.

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

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

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

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

As the new millennium proceeds and LACC celebrates its 100th Year Anniversary in 2011, 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.)
Our Guiding Principles

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

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

**SCU Core Values (Five Steps to Success)**

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

*Leadership*
We develop leaders to be thoughtful and compassionate individuals who influence their professions and the communities they serve.
Integrity
We value treating each other with respect, dignity, and integrity and being truthful, fair and accountable at all times.

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

Evidence-based / Outcomes Focused
We value a culture of inquiry, assessment, research, and scholarship.

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

SCU Goals
1. Learning into Practice: Ensure a learning community where academic excellence in our programs results in caring, competent practitioners.
2. Culture of Inquiry: Ensure a culture of inquiry that provides leadership opportunities in scholarly activity to enhance complementary and alternative medicine.
3. Service Excellence: Enhance service opportunities and programs that support the creation of caring and competent healers.
4. Resource Utilization: Optimize the learning environment through effective management of university resources.

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.

University Student Learning Outcomes
For the following SLOs related to SCU, “Graduates” refers to graduates of degree and non-degree programs including certificate programs, continuing education, and CME courses.

Effective Professional: Graduates are able to perform in a competent, caring, and successful manner in their field of practice. Graduates demonstrate integrity and respect for all, actively engaging in acceptable ethical, moral, and legal standards of practice.

Evidence-Based/Outcomes Focused Practice: Graduates demonstrate the ability to identify, understand, and solve problems in order to adapt to an
ever-changing healthcare environment. Graduates demonstrate an ability to integrate patient needs, their experiences as practitioners, and the best available research-based evidence into clinical practice.

**Communication and Interpersonal Skills**: Graduates exhibit effective verbal, non-verbal, written, and electronic communications in clinical practice. Graduates demonstrate interpersonal skills that result in the effective exchange of information and collaboration with patients/clients, staff, and other healthcare professionals.

**Healthcare and Community Integration/Service**: Graduates demonstrate the ability to participate successfully in a collaborative and integrated manner in their community and the healthcare system. They are able to work effectively in interdisciplinary teams (ex, in an integrated healthcare delivery system) and within the community through their knowledge and skills in healthcare delivery, service, and leadership.

**College Student Learning Outcomes**

In addition to these university Student Learning Outcomes (SLOs), each College at SCU has its own programmatic SLOs. Each of these SLOs have beginner, intermediate, and graduate level expectations. These are too extensive to be published in this catalog, but can be found on the university’s intranet SharePoint site, by those with university credentials, at: [http://webapps.scuhs.edu/POC/Slo.aspx](http://webapps.scuhs.edu/POC/Slo.aspx)
SOUTHERN CALIFORNIA UNIVERSITY of HEALTH SCIENCES

PROGRAMS

The SCU Advantage
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
The Flex Curriculum was first implemented in the Fall 2009 trimester after several years of curricular redesign. The purpose was twofold: one was to allow for a more efficient curriculum for those students that were taking both the Chiropractic and Acupuncture programs at the same time.

In addition the idea of courses as Selectives was inaugurated. These are courses that start as early as a student’s 4th term. They are allowed to choose from a wide variety of classes. (See more on the Selectives in the specialty tracks).

The Flex Curriculum can be complete in ten or twelve terms. In the first three terms all students take the same classes. At the end of the third term, students can make a choice whether or not they would like to continue in the ten term or the twelve term program. Some students choose the latter because they would like to go at a little slower pace. This slowed down pace would allow them to work. Other students may be asked to do the twelve term track if they are having some challenges academically. The University may decide that this would be the best way for them to complete the curriculum.

This innovative and highly acclaimed approach to education was patient-centered. It provided 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.)
With the creation of the College of Acupuncture and Oriental Medicine, the ADVANTAGE Program was expanded in 2001 to include this science as well.

**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 multi-causal. This is a philosophy of holistic health that takes all of these factors into consideration.

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

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

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

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.)
General Information

Educational Policy
It is the policy of Southern California University of Health Sciences:

To provide academic programs to prepare students for entrance into the integrative health care professions with continuing educational opportunities through post-graduate study.

To assist in the development of 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. 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. University efforts should be in support of legislation that will improve educational quality, enhance practice opportunities, and generally support the well-being of the integrative health care professions and the patients they serve. All political activity will be conducted within the guidelines of regulatory agencies with which the University may be associated.

To extend to the various 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 set by the university’s accrediting agencies.

Academic Policies and Ethics
Students are expected to maintain themselves as professionals. Unprofessional conduct at the university will not be tolerated.

A student may be dismissed for unsatisfactory conduct, academic deficiency, poor attendance, or for any conduct that would be a detriment to the reputation of the university or the integrative health care professions.
Students should realize that their enrollment at SCU is a privilege, not a right, and carries with it obligations with regard to conduct. Personal conduct and appearance are outward expressions of character. Students are expected to observe the standards of professional conduct, dress, and appearance approved by the university and the profession. The right to exclude students whose behavior or appearance is undesirable or unprofessional is a right reserved by SCU. Students are subject to the laws governing the community as well as the rules and regulations of the university.

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

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

**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, a regional accrediting agency recognized by the U. S. Department of Education. The California Legislature has exempted WASC-accredited schools from regulation by the Bureau of Private Postsecondary Education under California Education Code, section 94739(b)(7)(B). The Institution is listed in the Higher Education Directory.

No other institution with chiropractic or acupuncture and oriental medicine programs are WASC accredited.

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

LACC has been accredited by the CCE continuously since 1971.

**Accreditation – College of Acupuncture and Oriental Medicine**
The College of Acupuncture and Oriental Medicine program is approved by 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 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.

**School of Professional Studies**
All certificate programs offered through the School of Professional Studies (SPS) including the Ayurvedic Medicine, Massage Therapy, and Integrated Science Programs are approved by the US Department of Education and appropriate licensing agencies.

Anyone wishing to discuss the College’s accreditation or review the documents for this status should contact the Office of Supported and Institutional Research (OSIR) at 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](http://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, Massage Therapy, and Ayurvedic Medicine students, it is also suggested that contact with appropriate state boards/agencies 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 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 has been delegated by the Board to the president, who in turn delegates specific responsibilities to members of the cabinet. Administratively, department heads are accountable for the management of respective departments. The University espouses a participatory management philosophy. A comprehensive policy manual has been developed to guide the operation of the university. Those policies pertaining to students are contained in the student handbook provided to students upon enrollment. As information may occasionally change, the final authority for all policies can be obtained from the SCU Policy Manual.

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. More information about graduation rates and a wealth of other information about the university and its programs are published in the University’s Annual Fact Book, available upon request.

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

Diversity
Ethnic diversity of the student body varies with each incoming class. As of September, 2011, the ethnic breakdown of students at SCU was: 41%
Caucasian, 37% Asian/Pacific Islander, 12% Hispanic, 5% African-American, 1% American-Indian and 17% Other/Unknown.

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

The Los Angeles College of Chiropractic maintains that prospective and enrolled students must meet certain technical standards, which are essential for successful completion of all phases of the educational program. Candidates for the Doctor of Chiropractic degree must meet the following technical standards with or without reasonable accommodations. 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, practitioners of acupuncture and oriental medicine. Contemporary AOM education requires that the acquisition and utilization of scientific and professional knowledge be accompanied by necessary sets of skills, professional attitudes, and behaviors.

1. The 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: 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.

Ayurvedic Medicine and Massage Therapy Certificate Program Technical Standards for Program Success

The primary goal of the certificate programs in the School of Professional Studies (SPS) is to prepare students to become competent, caring, practitioners. Contemporary Ayurvedic Medicine and Massage Therapy education requires that the acquisition and utilization of scientific and professional knowledge be accompanied by necessary sets of skills, professional attitudes, and behaviors.

1. The School of Professional Studies maintains that prospective and enrolled students must meet certain technical standards, which are essential for successful completion of all phases of the educational program. Candidates for the Certificates in Ayurvedic Medicine and Massage Therapy must meet the following technical standards with or without reasonable accommodations. Candidates for admission and students must demonstrate: The strength, coordination, and ability to stand and use the torso and all limbs in the performance of common manual procedures and techniques.
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 any and all 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 2011 and thereafter. Students currently enrolled must meet the specific requirements detailed at the time of their enrollment, plus any additional requirements set forth by the university.

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

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

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

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

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

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1 Parents of dependent students as defined earlier in the statement of policy have the right to examine the record of their dependent students. The same procedure and time frames apply to parental requests as to student requests. In both instances of student and parental request for record disclosure, those requesting the record must bear the expenses of reproducing the records. No parent may see a record that his or her dependent child is not entitled to see.
The Community and the Campus

The Advantages of a Small Town Community in a Big City
Los Angeles is home to some of the world’s finest restaurants, museums, theatre, live-entertainment, festivals, and the world’s best professional and collegiate sports teams. It is actually possible to be surfing the famous beaches of Southern California in the morning, and snowboard in the San Bernardino Mountains later that same day.

The city of Whittier is 14 miles from downtown Los Angeles. The campus is 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.

Located on the southern slope of the La Puente Hills, Whittier’s small town roots date back to the 1880s. Named for the Quaker poet, John Greenleaf Whittier, the city has a population of approximately 82,000. SCU’s 38-acre tree-lined campus is a harmony of nature and 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.

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

Athletic Facilities
The SCU campus enjoys an athletic complex including a gymnasium, weight room, Sports Performance Enhancement Center, 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 SCU community. Since the inception of the University in 1911, the library has regularly expanded and has improved services. The facility contains the following areas:
- Main Reading Room
- Mural Room
- General Collection
- Computer Lab
• ASB Chambers
• Multiple Group and Individual Study Rooms
• Rare Book Room
• Tutoring Center

The main desk, current journal holdings, reserve, and reference materials are all located in the reading Room. The journal collection consists of over 70 print 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 12,000 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 intranet.

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, OVID, MDConsult, Cochrane, Primal Picture 3D, National Standard, the National Library of Medicine databases, and to other chiropractic, alternative and complementary databases. The electronic book and e-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 throughout North America. 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
• American Library Association
• Pacific Southwest Regional Medical Libraries
• State of California Electronic Library Consortium
• Medical Library Group of Southern California & Arizona
• Inland Empire Academic Library Consortium
• Chiropractic Library Consortium

The LRC also has reciprocal use agreements with 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.

**Academic Support Center**

Located in SCU Learning Resource Center, the Academic Support Center (ASC) is the student’s resource for tutoring, counseling and academic support. Services are provided to assist students in maximizing their academic achievement. The center will help these students develop the learning tools that will serve them as life-long learners. The ASC also works with students needing disability accommodation from registration through graduation.

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

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

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

**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 the University Health Center - Whittier along with practices maintained by staff clinicians. The residential area around the health center provides 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, Mount San Antonio College, and El Camino College, and more. Additionally, SCU interns receive real-life experiences through an extensive preceptor/community-based internship program. This program allows interns practical experience in an approved practitioner’s office during their final trimesters. These practitioners have been selected from the best available and thoroughly evaluated to ensure that the volume and diversity of patients maximize the interns’ real-life experience prior to graduation.

The University Health Center - Whittier provides a broad spectrum of treatment options, including chiropractic, acupuncture, diagnostic imaging, rehabilitation, massage, Ayurvedic medicine, 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 Institutional Effectiveness Plan and Annual Fact Book.

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

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

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

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

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

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

Parking
All students are issued a parking permit valid in two lots on campus. Vehicles parked in campus parking lots must display the student parking permit from the rearview mirror. Motorcycles and mopeds (motorized bicycles) are required to park in the designated motorcycle area on campus. All bicycles must also be parked in racks provided by the University.

Parking of any vehicle on the streets surrounding the University is discouraged. All students must obey general traffic and parking regulations enforced by Campus Safety or be subject to a citation or other penalties including enrollment suspension. Failure to obey these local regulations and expectations may result in disciplinary action by the University.

Campus Services
Chesney Student Center: A student friendly activity and study center that houses Student Affairs, a small computer lab with printing and photocopying capabilities, study rooms, a kitchenette, a café area with vending, recreation, music, sand volleyball court, lockers, and showers.
Performing Arts Center: A 400 seat theater adjacent to the Seabury Learning Resource Center provides a venue for Community Theater, talent shows, and campus meetings.

Bookstore: Students may purchase textbooks through our online textbook service provider.

SCU Standard Process Pavilion: The campus store offers café seating, 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, safety escort assistance, and parking enforcement. 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.

Administrative Services: is the support service structured division of SCU that maintains the integral logistical and infrastructure related functions of the University. Operating under the guidance of the division are separate, but equally important departments charged with ensuring the continued promotion of a safe and conducive learning environment for our students, as well as a functional and collaborative workspace for our employees. Said departments are as follows: Human Resources, Facilities and Information Technology.

OneStop Enrollment Services:

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

OneStop provides the following services:

- Admissions
- Financial Aid
• Student Accounting
• Registrar
• Career Support Services
• Student Support Services
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 61 (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:

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

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 or 1-562-902-3309. General information on the University and its programs, the admission process,
financial aid and an SCU application are all available on SCU's web-site: www.scuhs.edu. The Office of Admissions may be contacted by e-mail at admissions@scuhs.edu.

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 considered for the next available class.

Applicants for the LACC with prerequisites in progress must complete such work prior to the starting date of classes and official transcripts showing such course work must follow in a timely manner. Students who have not submitted final transcripts prior to the start of the first day of classes will receive a provisional acceptance into the LACC. The student must have a completed admissions file within 30 days of the start of the trimester. If the student does not have a complete admissions file by the 30th day, the student may be subject to Administrative Withdrawal from the College and will be responsible for any tuition due.

Applicants for the CAOM with prerequisites in progress must complete such work prior to the starting date of classes and official transcripts showing such course work must follow in a timely manner. Students who have not submitted final transcripts prior to the start of the first day of classes will receive a provisional acceptance into the CAOM. The student must have a completed admissions file within 30 days of the start of the trimester. If the student does not have a complete admissions file by the 30th day, the student may be subject to Administrative Withdrawal from the College and will be responsible for any tuition due. Students who have outstanding co-requisite courses will have 1 calendar year to complete. Once the co-requisite courses are completed the final transcript must be sent to the Registrar’s Office.

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

Interview and Acceptance Process
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.

DC Degree Interview Process
A personal interview with a member of the Faculty Admissions Committee will be required of applicants prior to final selection. This personal admissions
Interview will normally be scheduled on campus. For applicants entering the LACC, prior to Spring 2013, at least one-third of the science prerequisite units must be completed and grades verified from official transcripts. Effective for the new entering classes, beginning Spring 2013, applicants entering the LACC must have at least 60 undergraduate units completed. Under certain circumstances, an off-campus or telephone admissions interview may be arranged.

MAOM Degree Interview Process
A personal interview with a member of the Faculty Admissions Committee will be required of applicants prior to final selection. This personal admissions interview will normally be scheduled on campus. Applicants entering the MAOM must have at least 30 undergraduate units completed. Under certain circumstances, an off-campus or telephone admissions interview may be arranged.

Integrated Dual Degree Interview Process
A personal interview with a member of the Faculty Admissions Committee from both the LACC and the CAOM will be required of applicants prior to final selection. This personal admissions interview will normally be scheduled on campus. Applicants entering the Integrated Dual Degree Program must meet the interview criteria for the DCP. Under certain circumstances, an off-campus or telephone admissions interview may be arranged. Applicants who have successfully completed their interview and have been accepted into the University are formally notified by letter. In order to reserve a space in an entering class, an accepted student has the following options for payment of the first trimester tuition and fees:

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

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

Academic Requirements (LACC)
Admission requirements for students beginning DC program prior to Spring 2013:

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.

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

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 SCUHS. 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 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 requirement); 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.

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.

**Admission Requirements effective for new entering classes, beginning Spring 2013:**
In order to qualify for admission into the DC program, students should demonstrate goals, abilities, and character consistent with the university’s mission. Students must also have completed the equivalent of three academic years of undergraduate study (90 semester hours) at an institution(s) accredited by an agency recognized by the U.S. Department of Education or an equivalent foreign agency with a GPA for these 90 hours of not less than 3.0 on a 4.0 scale. The 90 hours will include a minimum of 24 semester hours in life and physical science courses. These science courses will be of sufficient rigor to provide an adequate background for success in the Doctor of Chiropractic Program (DCP), and at least half of these courses will have a substantive laboratory component. The student’s undergraduate preparation must also include a well-rounded general education program in the humanities and social sciences, and other coursework deemed relevant by the DCP for students to successfully complete the DCP curriculum. As a requirement of placement into LACC, students must be assessed by taking the Chiropractic College Aptitude Test (CCAT) or an acceptable equivalent.

**Alternative Admission Track Plan (AATP):**
Prospective students whose grade point average for the 90 units of prerequisite coursework is below 3.0 on a 4.0 scale may be considered for admission to the DC program into a special AATP provided the following conditions are satisfied, at the student’s expense:

- No student is to be admitted who has completed fewer than 90 semester hours and/or has a GPA for these 90 hours of less than 2.75/4.0.

- Students must be assessed by taking the Chiropractic College Aptitude Test (CCAT) or an acceptable equivalent.

- Students must be enrolled in a prescribed academic success program designed to optimize the ability of AATP students to succeed in the program. This should consist of at least:
  - Being placed on a 12 term DC program track (or other reduced schedule) with the option to convert to a 10 term track with satisfactory academic progress as defined in standard operating
procedures;
  o Counseling with a university learning specialist regarding their individual academic performance;
  o An academic plan detailing expected performance standards to remain enrolled in the DC program;
  o Regular meetings with their faculty advisor(s), learning specialist, and/or academic counselor to discuss progress towards academic goals;
  o Participation in prescribed mentoring/tutoring.

- Students on the AATP must be monitored by the Academic Review and Support Committee (ARSC) including an analysis of:
  o date of entry into the program,
  o course load per term,
  o term and cumulative GPA,
  o results of major internal DCP and external licensing examinations,
  o success in meeting internal clinic benchmarks, and success in obtaining licensure (ex: passing part IV of NBCE),

- Data comparing the performance of AATP and non-AATP students must be compiled and analyzed. These analyses should drive decisions about modifying the AATP program itself and even admission policy. These data must also be provided to the Council on Chiropractic Education on an annual basis.

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

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

1. The strength, coordination, and ability to stand and use the torso and all limbs in the performance of common chiropractic manual procedures and techniques.

2. The strength, manual dexterity, and tactile perceptiveness and ability to perform in all laboratory and clinical settings, to diagnose and treat human ailments, and to maintain the safety and wellbeing of fellow students and patients without posing a threat to themselves.

3. The visual, hearing and speech skills and personal hygiene requisite to professional performance including reading all forms of diagnostic imaging, using microscopes, eliciting and recording patient histories, performing all auscultatory exams, and performing any and all other diagnostic and therapeutic procedures.

4. The ability to reason, learn, and perform independently demonstrating the conceptual, integrative, and quantitative skills that are necessary for critical thinking, problem solving, measurement, calculation, the ability to comprehend three-dimensional and spatial relationships, diagnosis, and therapeutic applications.

5. The emotional health required for the full use of intellectual abilities, the exercise of good judgment, and the prompt and safe completion of all responsibilities; the ability to adapt to change, to display flexibility and to learn to function in the face of uncertainties and stressful situations; empathy, integrity, concern for others, interpersonal skills, interest, and motivation which will be assessed during the admissions process and throughout their education.

**Academic Requirements (CAOM)**
Standard prior to Spring of 2013: Candidates for admission to the College of Acupuncture and Oriental Medicine must possess a high school diploma and must have completed at least two years (60 semester units or 90 quarter units) of education from an accredited college or university, earning a minimum grade point average of 2.25 on a 4.0 grade scale. In addition to the 60 semester units required for admission, applicants must complete a minimum of 2 semester units each in Biology, Chemistry, Physics, and Psychology with a “C” (2.0 on a 4.0 grade scale) grade or higher. This may be done prior to matriculation or within one calendar year after starting the Master of Acupuncture & Oriental Medicine Program at SCUHS. Since the pre professional requirements are subject to change, please consult the Office of Admissions at the time of application.
Spring 2013 Standard: Starting in the Spring of 2013, the minimum entering grade point average for incoming CAOM students is 2.50 on a 4.0 grade scale.

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

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 wellbeing of fellow students and patients without posing a threat to themselves.

3. The visual, hearing and speech skills and personal hygiene requisite to professional performance including performing tongue and pulse diagnosis, eliciting and recording patient histories, performing all auscultatory exams, and performing any and all other diagnostic and therapeutic procedures.

4. The ability to reason, learn, and perform independently demonstrating the conceptual, integrative, and quantitative skills that are necessary for critical thinking, problem solving, measurement, the ability to comprehend three-dimensional and spatial relationships, diagnosis, and therapeutic applications.

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.
**Academic Requirements for LACC and CAOM Integrated Dual Program**

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

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

**Special Requirements for Admission**

**International Students**

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

- Submit proof of English language proficiency (Please see General Requirements for Admission in this section for additional information.)
- Submit evidence of possessing financial resources to complete the academic program;
- Submit proof of health insurance which provides coverage in the United States;
- Submit all supporting documentation, preferably six months prior to expected enrollment no later than thirty (30) days prior to the start of the term;
- Comply with the laws, rules and regulations of the United States Citizenship and Immigration Services (USCIS);
- All foreign academic transcripts are to be evaluated by a recognized foreign evaluation agency, with an original of the evaluation and copy of transcripts forwarded directly to the Office of Admission;
- Graduates of the French Chiropractic Propedeutique program at the Faculte Libre de Paris, the Richmond College of London Preprofessional program, the Swiss Matura and First Medical Propedeutical program or the pre-chiropractic program of Odense University, Denmark, or other CCE-approved programs should submit to the Office of Admission the documentation required by their country;
Only candidates who have also filed an application with a $50 fee will be considered for admission. They will be notified in writing regarding their admission status.

**Transfer from International Chiropractic Colleges,**

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

**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 and/or other countries. Additionally, any student transferring to SCU’s Doctor of Chiropractic Program must have earned not less than the last 25% of their total credits leading to the Doctor of Chiropractic degree from SCU. Transfer students must submit a letter of good standing from the previous Chiropractic institution attended. All advanced standing courses are subject to approval by the Dean of the Los Angeles College of Chiropractic

**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:

- Only transfer credit for actual coursework successfully completed at an accredited college/university listed in the Higher Education Directory or approved by the appropriate government agency, in the case of international students, will be considered.
- For ACAOM (Accreditation Commission for Acupuncture and Oriental Medicine) accredited schools and California Acupuncture Board approved schools – 100% transfer credit may be awarded, providing
that the actual coursework to be transferred has been successfully completed and is equivalent to the relevant course(s) at SCU/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.

- For students applying from schools not approved by the California Acupuncture Board, but accredited by ACAOM, and for students applying from schools outside of the United States–
  - Actual Western Medicine coursework - up to 100% transfer credit may be awarded if the coursework has been completed successfully and was completed at a college/university accredited or approved by an agency recognized by the U.S. Department of Education.
  - Oriental Medicine coursework - up to 50% transfer credit may be awarded for course work successfully completed provided that at least 50% of the actual coursework hours in these subjects are completed at SCU/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.
  - Clinical Internship - up to 25% transfer credit may be awarded for actual clinical coursework and instruction received. Western Medicine internship training may not be transferred for AOM program clinical credit.
  - A student must complete the total number of hours offered in a SCU/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.
  - If a student has successfully completed a minimum of 70% or more of the required hours in a course, that student will need to attend the required course in order to complete the number of hours that are deficient. The professor of the particular course will verify the student’s competency in the course through a comprehensive examination.
  - If a student has completed less than 70% of the required hours in a course, the relative class must be successfully repeated in its entirety for credit.
  - Any courses with a grade below a “C” are not transferable toward the graduation requirement.

A student must successfully complete a minimum of one 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 Admission:

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

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.
Physical Examination
All new students are required to have a complete physical examination coordinated by the University Health Center Whittier 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.
Registration

Degree Programs (DC and MAOM):

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 Student Accounts 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, or who owe money to the university will not be eligible to register until cleared by Student Accounts.

New Student Registration
Students who have matriculated into the university register for classes during the first day of orientation, which is typically held the first day of classes each trimester. It should be noted that the degree programs at SCU are based on a cohort model. Students seeking to transfer credits from another approved graduate degree and/or are seeking to modify their schedule must follow the registration process outlined below for Special schedule students.

Contingent Admission
No student will be allowed to register or receive financial aid until their admission file is complete. The only acceptable contingency would be instances where we have evidence that a prerequisite 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.

Late Registration
Late registration is the first day of class of the 14th week for all students. A late fee will apply (Please refer to the Tuition and Fees section of this catalog for precise details related to late fees.) Registration is not complete until a student has registered and is “cleared” of financial or academic obligation.

Course Schedules:
The degree programs at SCU follow a cohort model. Students are expected to stay with their cohort when registering for classes. In instances where a student desires or is required to become a special schedule student (those with a non-standard schedule) must meet with an academic counselor and/or the applicable college Dean to receive permission to do so.
Add a Class
Students wishing to add a course after registration must complete the “Student Request for Add/Drop of Courses” form online before the eighth calendar day of the trimester. Courses will not be officially added until approved by the applicable college Dean.

Drop a Class
Students wishing to drop a class after registration must complete the “Student Request for Add/Drop of Courses” form online. 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 must make an appointment with the Dean of the respective program. If the student drops the course after the 10th week of the trimester, the student will receive a WF in that course. Please refer to the Tuition and Fees section of this catalog for precise details related to refunds.

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

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

Pre-Fall 2009 Policy
A student with a GPA of less than 2.00 on a 4.00 scale is placed on academic probation. Any student placed on academic probation will be notified by the Vice President for Academic Affairs or his/her designee. The Financial Aid Office will be notified when a student is placed on academic probation. Eligibility to receive aid may be affected when a student is on academic probation.

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

1. A student whose cumulative grade point average (GPA) falls below
2.00 for the first time will be faced with the following actions:

a. A student whose GPA is between 1.51 and 1.99 will be notified in writing that his/her academic progress will be monitored the next trimester at mid-term (during the eighth or ninth week). Should the reported progress indicate academic difficulty (grades less than "C"), the student may be required to drop those courses in which a “D” or failing grade has been reported. In addition, the student will be required to participate actively in the tutoring program during the entire trimester.

b. A student whose GPA is 1.50 or below will be notified in writing that he/she will be required to take an abbreviated schedule the next trimester. The schedule should include the withdrawal from at least one major course (defined as having four or more units). The student’s academic progress will be monitored the next trimester at mid-term (during the eighth or ninth week). Should the reported progress indicate academic difficulty (grades less than "C"), the student will be required to drop those courses in which a “D” or failing grade has been reported. In addition, the student will be required to participate actively in the tutoring program during the entire trimester.

2. A student whose GPA has been less than 2.00 for two trimesters will be faced with the following actions:

a. A student whose GPA of is 1.91 to 1.99 will be notified in writing with the recommendation that he/she take fewer units in the next trimester and that his/her progress will be monitored the next trimester at mid-term (during the eighth or ninth week). This abbreviated schedule should include the withdrawal from at least one major course (defined as having 4 or more units). This schedule change will not be mandatory, however. Should the student’s midterm monitor report indicate academic difficulty, he/she will be withdrawn from any classes where the midterm grade is less than a “C”. The student will also be required to participate actively in the tutoring program during the entire trimester.

b. A student whose GPA is 1.75 to 1.90 will be notified in writing that he/she will be required to take an abbreviated schedule. This abbreviated schedule should include the withdrawal from at least one major course (defined as having 4 or more units). The student’s academic progress will be monitored the next trimester at mid-term (during the eighth or ninth week). Should the reported
progress indicate academic difficulty (grades less than "C"), the student will be required to drop those courses in which a “D” or failing grade has been reported. The student will also be required to participate actively in the tutoring program during the entire trimester.

c. A student whose GPA is less than 1.75 will not be allowed to progress in the curriculum. That student will be required to repeat courses where his/her performance was substandard (grades less than “C”) to improve his/her GPA to a minimum of 2.00 before being allowed to progress in the curriculum. The student will also be required to participate in tutoring, mentoring and academic counseling. The student’s academic progress will be monitored the next trimester at mid-term (during the eighth or ninth week). Should the reported progress indicate academic difficulty (grades less than “C”), the student will be required to drop those courses in which a “D” or failing grade has been reported.

3. A student whose GPA has been less than 2.00 for three trimesters will be subject to the following actions:

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

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

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

Any student who has been dismissed for academic reasons may apply for re-entry admission as a beginning student. A student will not be permitted to enter or remain in the Internship when his/her GPA falls below 2.00. A student wishing to appeal the dismissal may request redress through the Academic Student Grievance Procedure outlined in the appropriate Section below.

Fall 2009 Policies
Any student whose term grade point average (GPA) falls below 2.0 will be placed upon academic probation. Any student who fails the same course twice will also be placed on academic probation. The academic progress of students placed on academic probation will be reviewed and monitored by the Academic Review and Support Committee. Students who are on academic probation in one college at the University are limited in the number of units of courses that they may take in another, non-probationary college at the University.

A student who is on academic probation for the first time in one college may enroll in limited units of courses in the non-probationary college according to the student’s cumulative GPA, as follows:

- <1.75: 0 units
- 1.75 – 1.90: up to 4 units
- 1.91 – 1.99: up to 8 units

A student who is on academic probation for two or more trimesters in one college is prohibited from enrolling in any non-probationary college courses. A student who is on academic probation for the first time in both colleges may only enroll in courses in one college.

All students on academic probation will be placed on “Midterm Monitor”. Midterm Monitor is established when the grades in individual courses are monitored by the Registrar’s Office at the midterm of the trimester. Any student who is receiving a “D” grade or lower (as defined in the individual course syllabus) at midterm monitor may be administratively withdrawn from the course and have to repeat it in its entirety. With appropriate notification to the student, the University reserves the right to place any student in any course on midterm monitor.

Academic suspension is defined as not being allowed to enroll for classes for a specified period of time, based on academic reasons. After serving the specified term(s) of suspension, the student may return to active enrolled status. In addition to time away from enrollment in classes, specific
stipulations may be placed on returning to active status. Any conditions or stipulations relating to eligibility to return to active status will be enumerated in writing at the time of the suspension.

Academic dismissal is expulsion from the University for academic reasons. Students who have been dismissed for academic reasons may not return to the college except through the application process for admission, and if accepted for matriculation, must begin their education from the beginning of the program.

Academic Counseling, Mentoring and Tutoring Assistance: These are specific activities that are provided by the University as adjuncts to student’s academic performance enhancement. Students may, at the discretion of the Academic Review and Support Committee, the College Dean, the Vice President for Academic Affairs or the Associate Vice President for Enrollment Management and Student Affairs, be required to participate in counseling, mentoring or tutoring. These activities will be available to students, including those who are experiencing, or are at significant risk for experiencing difficulties in maintaining the scholastic standards of the University. The Academic Review and Support Committee, College Dean, Vice President for Academic Affairs or Associate Vice President for Enrollment Management and Student Affairs may choose, at their discretion, to intervene prior to the presence of academic jeopardy if significant indicators suggest that academic jeopardy is imminent.

A student whose term GPA has been below 2.0 for three trimesters will be dismissed from the University.

Academic Probation Actions
A student with a GPA of less than 2.00 is placed on academic probation. Any student placed on academic probation will be notified by the Vice President for Academic Affairs or his/her designee. The Financial Aid Office will be notified when a student is placed on academic probation. Eligibility to receive aid as well as eligibility for CCO participation may be affected when a student is on academic probation. The Academic Review and Support Committee may take the following actions following review for students on academic probation:

1. A student whose term grade point average falls below 2.00 for the first or second time may be faced with the following actions:
   a. The student may be placed on “Midterm Monitor”;
   b. A student may be required to take an abbreviated schedule the next trimester. This may include the withdrawal from at least one major course (defined as having four or more units);
   c. A student may not be allowed to progress in the curriculum. That
student will be required to repeat courses where their performance was substandard (grades less than “C”); 

d. A student may be placed on academic suspension. The student, upon their return to the curriculum, will not be allowed to progress in the program until they have achieved a GPA of 2.00 or greater; 

e. A student may be required to participate in the universities mentoring program a minimum of one term after being placed on academic probation; 

f. A student may be required to participate in academic counseling. 

2. A student whose term grade point average falls below 2.00 for the third time will be faced with the following actions: 

a. Will be dismissed with no opportunity for return to the college of their academic dismissal, except as a beginning student. 

b. A student may apply to other colleges within the University through the regularly established channels for admission, or may elect to re-apply to the college of their previous dismissal, understanding that re-admission would be contingent upon review and recommendation to the Office of Admission and the Admission Interview Committee. 

c. A student will not be permitted to enter or remain in the Internship when their term or cumulative GPA falls below 2.00. 

d. A student wishing to appeal the dismissal may request redress through the Student Grievance Process. 

Withdrawal 
To officially withdraw from all courses, students 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 filed with the applicable college Dean and this date is used by Student Accounts to determine the amount of refund due according to University policy. 

Leave of Absence 
Students may request a Leave of Absence (LOA) from the University for a period not to exceed two academic terms. After two academic terms, 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 filed with the applicable college Dean and is used by Student Accounts 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-entry to the University
Students wishing to apply for re-entry should contact the Registrar’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 Student Accounts and pay a re-entry fee. Students who have not attended the University for one year must meet current entrance requirements before re-entry. 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 and Support Committee (ARSC) must approve students dismissed from the University before re-admission (a program “restart”) will be considered. In those cases in which a student is seeking re-admission to the University, the student must apply for re-admission through the Office of Admission. The student will be required to interview with an Admission Panel consisting of the Dean of the appropriate College, a member of the faculty and the Learning Specialist. The student is not guaranteed re-admission to the University. The Admission Committee will make a recommendation to the Academic Review and Support Committee (ARSC). The Committee will render a final decision on the status of the student’s request for re-entry.

Time Limit to Earn Degree
The normal length of time to complete the Doctor of Chiropractic degree is either 10 terms (3-1/3 years) or 12 terms (4 years), when the condensed nature of the program is considered, degree attainment is actually five or six academic years respectively 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.
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 their entire degree program within a period of six 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 and Support Committee and the applicable Dean.

Transcripts
Current students, Alumni, or other individuals for whom SCU is custodian of records may request an official copy of their transcript by completing the appropriate form online. Some transcript requests may need to be notarized. Notary services are available in the OneStop Student Service Center. A fee is charged for these services (see fee schedule). 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. Changes of address forms are available in the OneStop Student Service Center.

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.

National Board Examinations and other DC Program-related External Benchmark 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 Registrar’s Office shall determine the eligibility of candidates by verifying completed applications. The Registrar will communicate eligibility of students to the College Dean and Academic Review and Support Committee (ARSC). The Dean applies the following standards:

**NBCE Part I:** The student must meet current LACC eligibility standards and successfully completed all courses required and have no outstanding F, I, NR or W grades, as found in the Policy Manual, Academic Catalog, and ICE Candidate Guides, and be certified by the Dean or Registrar as per policy number 5.1.7.1. In addition, if the student’s cGPA is less than 3.0 at end of T3, the student will be required to enroll in an academic success track which include mandatory enrollment and successful completion of Review in Basic Sciences 1 and 2 (RIBS 1 and RIB 2) in a term before eligibility for NBCE and pass the course. Students may elect to apply for the OSIR Grant program for Board Reviews as meeting this requirement during their term of eligibility for NBCE or before.

**NBCE Parts II, III, and Physiotherapy:** The student must meet current LACC eligibility standards and successfully completed all courses required and have no outstanding F, I, NR or W grades as found in the Policy Manual, Academic Catalog, and ICE Candidate Guides, and be certified by the Dean or Registrar as per policy number 5.1.7.1. In addition, if the student’s cGPA is less than 3.0 (for 10T students = T6, for 12T students = T7), the student will be required to enroll in an academic success track which will include mandatory completion of Diagnosis Principles and Practices Review 1 and 2: Students may elect to apply for the OSIR Grant program for Board Reviews as meeting this requirement during their term of eligibility for NBCE or before.

**NBCE Part IV:** The student must meet current LACC eligibility standards and successfully completed all courses required and have no outstanding F, I, NR or W grades as found in the Policy Manual, Academic Catalog, and ICE Candidate Guides, and be certified by the Dean or Registrar as per policy number 5.1.7.1. In addition, if the student’s cGPA is less than 3.0 (for 10T students = T8, for 12T students = T9), the student will be required to enroll in an academic success track which will include mandatory enrollment and successful completion of Review of Clinical Sciences (ROCS) or equivalent to be eligible. The Dean’s Office communicates with the student regarding the decision reached in applying the above standards. If appropriate, the communication expresses required steps the student must take to be permitted to sit for the NBCE. The communication should also include what might happen should the student make either satisfactory or unsatisfactory progress under this requirement as appropriate.
For Eligibility to take MAOM Program-related External Benchmark Examinations

The Academic Review and Support Committee (ARSC) conducts an analysis of students who do not meet the standards below. The ARC Chair then informs the appropriate Dean(s) via e-mail of the students who failed to meet these standards.

The Dean applies these standards:
**NCCAOM Eligibility:** Students must have graduated from the MAOM program (must have a diploma).

**CALE Eligibility:** Students must have graduated from the MAOM program (must have a diploma); and must take a prescribed board review (from a list of approved board reviews provided by the Office of the Dean of CAOM) if their cGPA at graduation was below 3.0.

The Dean's Office prepares a written communication to the student regarding the decision reached in applying the above standards. If appropriate, the communication expresses required steps the student must take. Written communication may be via e-mail, but should also include regular mail to the last known physical address.

**Appeals:** Students wishing to appeal such decisions by the Dean must file an appeal in writing to the CAO within 5 business days of the decision. Appeals will only be considered on the basis of alleged policy violation. The appeal must definitively identify and provide evidence of such a policy violation or it will not be considered. The decisions of the CAO are final.

**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 ten (10) 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. The Deans Office will notify the Registrar’s Office when students are to be Withdrawn from a course. In exceptional circumstances, the Dean shall have the authority to make a recommendation for exception to enforcement of the guidelines for suspension or dismissal.

Students who must be absent may request an excused absence from the Dean. Only those absences which meet the “Make-up Examination” criteria will be deemed acceptable. (i.e., illness, car problems, death in family, etc.). Documentation must be provided for an excused absence to be approved. All forms must be completed within seven calendar days upon returning to the campus. Excuses which are presented after seven days will not be approved or forwarded to the faculty. An excused absence is still considered part of the overall attendance policy.

**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 Student Accounts 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. 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).

5. 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.

6. 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.

**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.

**F-Challenge Examination Procedure for Failing Grades**

1. Students who received a failing grade (“F”) in no more than two courses may be eligible for an F-Challenge 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 an F-Challenge 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 challenge an F grade should be made through the Dean’s Office.

5. F-Challenge exams are comprehensive and the format will be designed by the course instructor.

6. Students must complete the F-Challenge 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 F-Challenge 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 an F-Challenge exam and may be academically dismissed for having received three failing grades.

There is a $100 fee for F-Challenge exams.
Tuition and Fees

**Degree Programs:**
The University operates on a basis of three 15 week trimesters per year. Tuition and fees can be paid upon completion of registration and are due and payable during the week of Official Registration. Tuition and fees must be paid no later than three business days from the beginning of each trimester in order to avoid a penalty. Students who receive financial aid and who anticipate 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 OneStop Enrollment Services. (For the academic year beginning September 2011 tuition is $9,386 per trimester.)

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

Students enrolled in less than 14 trimester units or equivalent clinical units will be charged for the units in which they are enrolled. The tuition per trimester unit (or equivalent clinical unit) is calculated by dividing the full tuition of the trimester by 14.

*College of Acupuncture and Oriental Medicine*
Current tuition and fee schedules may be obtained from One-Stop. (For the academic year beginning September 2011, tuition is $246 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.

*Integrated Science Program*
Current tuition and fee schedules may be obtained from One-Stop. (For the academic year beginning September 2011, tuition is $400 per unit.)
Tuition for the Integrated Science Program is charged by unit, reviewed and published annually. The University reserves the right to adjust tuition and/or fees.

**Massage Therapy Program**
Current tuition and fee schedules may be obtained from One Stop. (Current tuition is $9901)

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

**Ayurvedic Medicine Program**
Current tuition and fee schedules may be obtained from One Stop. (Current Tuition is $7895)

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

**Methods of Paying Tuition**
The University provides the following methods of tuition payment:

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

**Prepayment plans:**
For the DC program, full payment of tuition and fees for any two or three consecutive trimesters in the same academic year will receive a 2% discount. Prepayment of Fall, Spring and Summer trimesters must be paid by August 1. Prepayment of Spring and Summer trimesters must be paid by December 1. The 2% discount applies only to tuition and not to fees.
For the Massage Therapy and Ayurvedic Medicine programs, students who pay their entire tuition by the first day of class receive a 10% discount on tuition.

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

**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.

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

**Penalties for Late Payment**

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

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

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

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

<table>
<thead>
<tr>
<th>Percent of Attendance Time</th>
<th>Actual Attendance Time</th>
</tr>
</thead>
<tbody>
<tr>
<td>Tuition Refund</td>
<td></td>
</tr>
<tr>
<td>10%</td>
<td>Up to 10 calendar days inclusive 90%</td>
</tr>
<tr>
<td>25%</td>
<td>11 to 26 calendar days inclusive 75%</td>
</tr>
<tr>
<td>50%</td>
<td>27 to 52 calendar days inclusive 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 student completes the “official withdrawal form”, or completes the “online drop”. Students are urged to contact Financial Aid for a calculation of Title IV funds that may need to be returned.

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

1. Associated Student Body Dues (scheduled to increase $5 annually) $100 for the degree programs
2. Technology Fee $100 for degree programs, Massage Therapy and Ayurveda Program
3. AOM – Malpractice Fee $ 10
4. Chiropractic Procedures Fee $245 (beginning with Term 1 Spring 2012)

The following fees may be applicable:

1. Application (non-refundable) $ 50
2. Late Registration $100
3. Returned Check/Non-Sufficient Funds$ 25
4. Term I Lab Fee $ 35
5. Term VIII Clinic Lab $250
6. Transfer Student
   a) Advanced Standing Evaluation $100
   b) Competency Exam $50-$150
7. Re-entry $ 25
8. Identification Card Replacement $ 5
9. Deferment (see deferment section)
10. Withdrawal Fee $100
11. Change of Schedule $25
12. LACC Malpractice Insurance
   a) Term VII-Term X (of 10 term track) $25 each term
   b) Term VIII – Term XII (of 12 term track) $25 each term
13. Malpractice Fee $35 for Massage Therapy and Ayurveda Programs
14. Transcripts $5
15. Duplicates of Diplomas and Certificates:
   a) Doctor of Chiropractic Diploma $75
   b) Masters of Acupuncture & Oriental Medicine Diploma $75
   c) Delta Sigma Certificate $50
   d) Dean’s List Certificate $50
   e) Certificate of Internship $50
   f) Shipping Fee for Certificates (outside continental USA) $10
16. Late Filing (State Board and National Board) $50
17. Tuition Installment Plan Fee $50
18. Graduation Fee $100 – DC, AOM, Massage Therapy, and Ayurveda Program
19. F-Challenge Exam $100
20. Make-up Exam $50 for Degree Programs, $250 for ISP
21. ISP Lab Fee: $300
22. Term II Professional Affiliation Fee $60

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 physiological 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’ 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.)
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 descendants (children and grandchildren) of SCU (LACC and CAOM) graduates.

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

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

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

Dr. David E. Jackson Memorial Scholarship
The Dr. David E. Jackson Memorial Scholarship is available to chiropractic students who have demonstrated a life-style of civic, community, or humanitarian service. Applicants must be in 3rd term or above and have a minimum accumulative GPA of 3.0. They must write a 500 word essay that addresses the topic of their community or humanitarian service and why this is an important aspect of their life.
Dr. E. Maylon and Lois Drake Scholarship
This endowed award is available to students who actively engage in service to the University and the betterment of the chiropractic profession. The criteria for this scholarship include a GPA of 2.5 or higher and financial need. Students third term and above are eligible to apply.

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

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

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

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

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

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

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

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

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

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

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

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

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

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

**Additional Scholarships and Grants**
A variety of non-institutional scholarships and grants are available to SCU students. Each one has unique requirements. SCU has no control over scholarship or grant fund availability and plays no role in selecting recipients. Information about specific scholarships or grants is available in One Stop or on the SCU web site under Financial Aid/Scholarships.
Loans
The Federal Student Aid loan programs described here are the main programs utilized by SCU students. The Federal Student Aid loans are delivered to students through the Direct Loan Program. Loan funds are then provided to you through your school. Loan applications are available online through the Free Application for Federal Student Aid (FAFSA) at www.fafsa.ed.gov.

Stafford Loan Program: Stafford loans are for undergraduate and graduate students. There are two types of Stafford loans: Subsidized and Unsubsidized.

Subsidized Stafford loans provide low interest rates and are available to students who demonstrate financial need based on income and other information provided on the FAFSA. A credit check is not required to receive these loans. The federal government pays the interest on these loans until six months after the student is no longer enrolled in school at least half-time. The interest rate is fixed at 6.8% effective July 1, 2006. Graduate students are eligible to borrow $8,500 in a subsidized loan per academic year. The cumulative maximum a student may borrow in subsidized loans is $65,500 when combined with undergraduate level loans.

Unsubsidized Stafford loans provide low interest rates and are available to all students regardless of financial need (although the FAFSA still must be filed). A credit check is not required to receive these loans. The student is responsible for the interest, which may be paid while the student is in school or accrued and then added to the principal balance when the student enters repayment, which occurs six months after the student is no longer enrolled in school at least half-time.

Stafford Loan Lifetime Aggregate Limits for Undergraduate Students:

The cumulative subsidized and unsubsidized maximum a dependent student may borrow is $31,000. No more than $23,000 of this amount may be in subsidized loans.

The cumulative subsidized and unsubsidized maximum an independent student may borrow is $57,500. No more than $23,000 of this amount may be in subsidized loans.

Stafford Loan Lifetime Aggregate Limits for Graduate Students:

The cumulative subsidized and unsubsidized maximum a student may borrow to study in the acupuncture program is $138,500. Of the 138,500 the maximum amount of subsidized loans is $65,500.

The cumulative subsidized and unsubsidized maximum a student may borrow to study in the chiropractic program is $224,000. Of the 224,000 the maximum amount of subsidized loans is $65,500.
The cumulative subsidized and unsubsidized maximum a student may borrow to study in the massage therapy program is 9,500. Of the 9,500 the maximum amount of subsidized loans is 3,500.

The cumulative subsidized and unsubsidized maximum a student may borrow to study in the Ayurvedic Medicine program is 9,500. Of the 9,500 the maximum amount of subsidized loans is 3,500.

Students that are enrolled in the Integrated Science Program are eligible to use private loans to fund their educational needs. (See the explanation of Private loans below)

**Plus Loans**
Plus loans are low interest loans that parents can obtain to help pay the cost of education for their children. In addition, graduate students may obtain PLUS loans to help pay for their own education. PLUS loans require a credit check and, in some instances, an eligible cosigner. Repayment of PLUS loans begins following the final disbursement for the year. Graduate students and parents of dependent students may be able to defer repayment of their PLUS loans until after the student is no longer enrolled in school at least half-time, although interest will continue to accrue.

**Private Loan Programs**
Private supplemental education loan programs 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.

Repayment of Stafford Loans:
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. It is recommended that borrowers consult with their lenders to find out every option available for loan repayment.

**Consolidation Loans**
Loan consolidation programs through the federal government exist to help students manage repayment after graduation. Consolidation loans allow student or parent borrowers to combine multiple federal student loans into one loan with one monthly payment. A federal consolidation loan cannot include private loans. However, some private lenders may offer consolidation loans. Borrowers should be aware that they will lose their federal borrower benefits if they consolidate their federal student loan into a private consolidation loan. Borrowers should always exhaust federal student loan options first before considering a private consolidation loan.

**Default Rate**
Southern California University of Health Sciences has a 2.4 default rate for the federal cohort year 2009 (the most recent year that this information is available).
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 the federal work-study program. Applications are accepted on an ongoing basis.

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.

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

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

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

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

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

Step 3: Complete and sign the electronic Master Promissory Note. The Master Promissory Note (MPN) is a legal document in which you promise to repay your loan(s) and any accrued interest and fees to the U.S. Department of Education. It also explains the terms and conditions of your loan(s). Unless your school does not allow more than one loan to be made under the same MPN, you can borrow additional Direct Loans on a single MPN for up to 10 years. Students are able to sign their MPN electronically on the web at http://www.studentloans.gov.
Eligibility Criteria
To be eligible for a Federal Direct Loan a student must:
1. be a U.S. citizen or permanent resident alien
2. be taking at least six credit hours and be matriculated in a degree program
3. not owe any refunds on a Pell Grant or other awards received and not be in default on repayment on any type of student loan.

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. 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.

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.

Exit Counseling
Federal regulations require that all student loan borrowers must have an exit interview/exit when graduating or terminating from school. Students may access and complete the Exit Counseling at www.studentloans.gov. This will satisfy all requirements for exit counseling and give the borrower up to date information on their student loan balances.

Receiving Funds
Costs 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 as determined by the FAFSA. 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. Budget figures are reviewed annually.
Basic expenses for the 2011-2012 period are listed below

<table>
<thead>
<tr>
<th>Two Trimesters</th>
<th>DC</th>
<th>AOM*</th>
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<tbody>
<tr>
<td>Tuition and Fees</td>
<td>$14,532</td>
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<tr>
<td>Books and Supplies</td>
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<td>Local Transportation</td>
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<tr>
<td>Living on Own</td>
<td>$8,534</td>
<td>$8,534</td>
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</table>

(* Assumes student is enrolled full-time)

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

According to federal guidelines, SCU will determine need for a Direct subsidized Loan before awarding any Direct 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 application deadlines vary.

**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 One Stop 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 (FERPA).

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

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

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

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

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 to 12 trimesters, or 3-1/3 to 4 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. Exceptions 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.

**Fiscal Responsibility**

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

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

**Finance and Debt Management**

Utilizing the philosophy that sound financial plans provide a cornerstone to future life accomplishments, financial aid counselors are available to assist students on all aspects of personal finance, budgeting and debt management. Students are encouraged to minimize their costs while in attendance at SCU in order to reduce their debt upon graduation.
Veteran's Services
Questions regarding Veteran’s Benefits should be directed to the financial aid certifying official in the OneStop Enrollment Services Center. A student previously enrolled at another educational institution should complete a “Request for Change of Program or Place of Training” form, which may be obtained online at www.va.gov.

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

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. The EAC publishes a monthly newsletter and maintains a SharePoint site on the campus intranet to keep students informed about whom their EAC representatives are and what they are doing on their behalf.

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 congressional leaders to discuss and promote alternative health care, cultivate herbs in the campus garden, and much more.

**Cultural Clubs:**
Canadian Student Chiropractic Association (CSCA), Chinese Student Association (CSA), 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 Students (WCCS), Progressive Acupuncture Association (PAA), Student World Congress of Women Chiropractors (SWCWC), Student American Black Chiropractors Association (SABCA)

**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), Martial Arts Club, Ayurvedic Club

**Technique Clubs**
Applied Kinesiology (AK), Gonstead (GC), Motion Palpation (MP), Sacral Occipital Technique (SOT), Sports Injury Council (SIC), Activator Club (AC), National Upper Cervical Chiropractic Association (NUCCA), Functional Medicine Club (FMC), Biophysics Club

**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, the AIDS Lifecycle event, and local humanitarian trips. All clubs are required to perform a community service project each term. These community service programs provide students with the opportunity to treat diverse patient populations and contribute to communities that are in need.

**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.
Intramurals
SCU hosts a variety of intramural activities. Students organize into teams representing their “terms” and compete against one another in tournaments. Fall sports include football and Frisbee golf; spring intramurals feature basketball; and volleyball and other activities take place during the summer term.

Chesney Student Center
The Chesney Student Center provides student leaders offices, computers, printer/copier, ice-machine, vending machines, kitchen, recreational equipment, private study rooms, eating area, 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, faculty, and staff of the University. The orientation program provides interactive informational sessions that familiarize new students with their academic and social environment and challenges, and that supports their educational and professional development and personal well-being.

Club Integration Week Twice each year, coinciding with each new entering class, the Campus Clubs Organization (CCO) organizes a week-long series of activities and lectures based on a healthcare related theme. Experts in the fields of chiropractic and AOM share their unique approaches to the topic in interactive forums. Club Integration Week is a great way for new students to gain exposure to clubs and organizations on campus, specialty techniques, and potential mentors.

White Coat Ceremony The White Coat Ceremony is a ritual that celebrates students’ progression from the preclinical to the clinical training portion of their program. This is a great opportunity for friends and family to show support of their intern as they begin this final phase of their education at SCU.

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

ASB Campus Picnics ASB sponsors campus community picnics each term.
Los Angeles College of Chiropractic
ACADEMIC PROGRAMS

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.

LACC Philosophy
- Broad Diagnostic Scope / Limited Treatment
- Evidence-Based Chiropractic
- Patient-centered
- Integrative healthcare team
- Chiropractic manipulative treatment is a powerful intervention
- Biomechanical / Motor Learning Approach when Teaching Adjutative Skills

LACC Goals
- Provide outstanding education in the field of Chiropractic
- Train students to become caring, competent and successful Chiropractic providers
- Train Chiropractic providers to function in an integrated healthcare environment
- Promote outcome based evidence informed and patient centered care

Academic Program Curriculum
The Los Angeles College of Chiropractic emphasis student learning and success by adhering to learning centered principles. These principles include:
- Focus on acquisitions of knowledge, skills, attitudes and competencies rather than role memorization of facts.
- Increased active learning activities such as laboratories, practicum courses, and hands-on experiences in lieu of straight lecture delivery of course material.
- Use of modern technology to enhance teaching strategies throughout the program.
• Incorporation of out-of-class study, small group discussions, tutorials, cause studies, standardized patients and research throughout the curriculum to appeal to the various learning styles and increase the range of educational experiences.
• Balance of lecture and lab hours to provide student with the knowledge and skills required to enter the clinical phase of their education with confidence and enthusiasm.
• Measurement of academic progress through the use of student learning outcomes. The student learning outcomes integrate the educational process and pertain to the following key themes within the curriculum:
  - Chiropractic Therapies
  - Clinical Reasoning
  - Foundational Health Science Knowledge and Information literacy
  - Patient Management
  - Professionalism and Leadership
  - Public Health

The student learning outcomes are woven throughout the curriculum and incrementally assessed at the beginner, intermediate and graduate levels to ensure that students steadily progress in their learning.

These educational principles guiding LACC’s program and curriculum underline LACC’s commitment to excellence in teaching, research and patient care as it continually strives to pioneer fundamentally new and integrated ways of educating Doctor of Chiropractic practitioners for the 21st century.

Meta-Competencies

1. ASSESSMENT & DIAGNOSIS
2. MANAGEMENT PLAN
3. HEALTH PROMOTION AND DISEASE PREVENTION
4. COMMUNICATION AND RECORD KEEPING
5. PROFESSIONAL ETHICS AND JURISPRUDENCE
6. INFORMATION AND TECHNOLOGY LITERACY
7. INTELLECTUAL AND PROFESSIONAL DEVELOPMENT

LACC Accreditation
Southern California University of Health Sciences which incorporates the Los Angeles College of Chiropractic is accredited by the Western Association of Schools and Colleges (WASC), one of six regional associations that accredit public and private schools, colleges and universities in the United State.

LACC has received full accreditation from the Council and Chiropractic Education. This is the professional accreditor recognized by the Department of Education for all Chiropractic programs.
LACC Academic Departments

The curriculum of the College is distributed among four departments: Basic Sciences, Principles and Practice, Diagnosis, Selectives and Clinical Internship. As students’ progress through the FLEX 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 outpatient centers or health centers affiliated with the university. 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 integrative health care 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 FLEX Curriculum 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).
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
- F Failure
- I Incomplete
- W Withdrawal without credit
- WF Withdrawal Fail
- P Pass
- Z Advance 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.

Advancement 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 doctor 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. 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**
**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.
# Trimester Schedule of Classes

*Doctor of Chiropractic Degree Course Schedule*

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<tr>
<th>Trimester I</th>
<th>Course Number</th>
<th>Course Title</th>
<th>Lecture</th>
<th>Lab</th>
<th>Hours</th>
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SB0101  Spinal Biomechanics

**Prerequisites:** Program Admission Requirements or equivalent* as determined by the Instructor, Department Chair, and/or Dean.

**Course Description:** This lecture course is designed to provide the chiropractic student with a basic understanding of biomechanical structure and function as it applies to the axial skeleton. Direct application to chiropractic assessment and therapeutic procedures will be emphasized.

SP0101  Spinal Anatomy

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

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

GA0102  General Anatomy I

**Prerequisites:** University admission requirement or equivalent, as determined by the Instructor, Department Chair and or Dean.

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

GH0102  Human Histology

**Prerequisites:** admission to the college requirements or equivalent** as determined by the instructor(s), Department Chair(s), and/or Dean(s)

**Course Description:** The course is devoted to the study of the microscopic structure of cells, tissues and organs of various systems of the human body with emphasis on the nervous, muscular and skeletal tissues. Instruction is carried out through lecture presentations and online self-directed laboratory sessions. The course is primarily concerned with the relationship between microscopic structure and function. Clinical applications are also highlighted to demonstrate relevance to future clinical experiences.
BN0203  Human Biochemistry

Prerequisites: Completion of collegiate general and organic chemistry courses or equivalent* *as determined by instructor, department chair, and/or dean.

Course Description: This course covers the substances that compose, maintain and nourish living tissues. The chemical structure, property, metabolism, function as well as the practical and clinical aspects of the following groups of biochemical compounds are studied: amino acids, proteins, enzymes, cofactors, carbohydrates, lipids and nucleic acids. The normal and abnormal metabolisms of intermediate compounds are discussed. Pathways of energy utilization are emphasized. Examples of the roles of hormones, enzymes, vitamins, minerals and metabolites in regulating and maintaining the biochemical functions of the body are presented. Instruction includes lectures, clinical-correlation studies, laboratory exercises and homework assignments. Laboratory activities are designed to develop the student's ability to solve problems independently and to apply knowledge clinically. Correlation of biochemistry to the human body structure, normal and abnormal body conditions, nutrition and diagnosis are stressed.

PH0201  Cell Physiology

Prerequisites: admission to the college requirements or equivalent**as determined by the instructor (s), Department Chair (s), and/or Dean (s)

Course Description: This lecture course presents fundamental functions of human cells. Topics include cell membranes and organelles, genetics, buffers, membrane transport, electrical potentials, blood coagulation and muscle contraction.

AE0201  Anatomy of Extremities

Prerequisites: admission to the college requirements or equivalent**as determined by the instructor (s), Department Chair (s), and/or Dean (s)

Course Description: This course addresses structure, function and clinical concepts of the human appendicular system. Emphasis is placed on the interrelationships between structure and function of the appendicular system. Course instruction includes lecture, human dissection laboratory, small group discussion sessions and independent working projects. Laboratory activities will include dissection, the study of models and Problem-based small group discussions.

CBS0201  History Taking

Prerequisites: admission to the college requirements or equivalent**as determined by the instructor (s), Department Chair (s), and/or Dean (s)
**Course Description:** This course introduces the student to the components of the initial patient interview with emphasis on effective verbal and written communication, development of appropriate interpersonal skills and establishing the doctor-patient relationship.

**EB0201 Biomechanics of Extremities**

**Prerequisites:** Spinal Biomechanics

**Course Description:** This lecture based course is designed to provide the student with a basic understanding of biomechanical structure and function as it applies to the appendicular skeleton. Direct application to chiropractic assessment and therapeutic procedures will be emphasized.

**GA0202 General Anatomy II**

**Prerequisites:** admission to the college requirements or equivalent**as determined by the instructor (s), Department Chair (s), and/or Dean (s)

**Course Description:** This is a course correlating structural, functional, developmental, and clinical aspects of the head and neck of the human body. Surface anatomy and landmarks of the cranium, face and neck, special senses, and cranial meninges and blood supply of the brain are covered. Instruction includes lectures and laboratory sessions. The laboratory sessions emphasize study of pre-dissected human cadavers with small group discussions.

**PH0302 Gastrointestinal & Genito-urinary Physiology and Endocrinology**

**Prerequisites:** Human Biochemistry, Cell Physiology, General Anatomy I, Human Histology

**Course Description:** This course is devoted to the study of the endocrine system and the function of the gastrointestinal, urinary and reproductive systems of the human body. The course stresses the relationship between biochemistry, physiology and anatomy of normal cells, tissues and organs within these systems. The roles of the nervous and endocrine systems in the regulation of function of these systems are also included. The bases for clinical tests used to evaluate the function of each system are discussed. cases may be discussed to introduce the student to abnormalities of each system. Course instruction includes lectures and small-group discussions.

**NS0302 Neuroscience**

**Prerequisites:** Human Biochemistry, Cell Physiology, Human Histology, General Anatomy II or equivalent* as determined by the Instructors, Department Chair and/or Dean.

**Course Description:** This course is devoted to the study of the human nervous system. The course stresses the relationship between biochemistry, physiology and anatomy of normal nerve and muscle cells. Normal structure and function of the central nervous system relating to sensation and motor activity are emphasized. The bases for clinical tests used to evaluate the nervous system are discussed. Clinical cases will be discussed
to introduce the student to nerve and muscle abnormalities. Course instruction includes lectures, laboratories, and small group discussion.

CPM0302  General and NMS Pathology


Prerequisites: CAOM: Anatomy Physiology I & II

Course Description: The course covers the basic pathology that bridges clinical practice and basic science. It involves the investigation of the underlying causes of disease and the mechanisms of our body reaction. To understand structural and functional changes in cells, tissues, and organs, and to understand the prognosis of disease are goals of this class. This course also introduces the etiopathogenesis and manifestations of common conditions of the neurological and musculoskeletal systems.

PH0310  Circulatory and Respiratory Physiology

Prerequisites: Human Biochemistry, Cell Physiology, General Anatomy I, Human Histology

Course Description: This course is devoted to the study of the function of the cardiac, circulatory and respiratory systems of the human body. The course stresses the relationship between biochemistry, physiology and anatomy of normal cells, tissues and organs within these systems. The roles of the nervous and endocrine systems in the regulation of function of these systems are also included. The bases for clinical tests used to evaluate the function of each system are discussed. Clinical cases will be discussed to introduce the student to abnormalities of each system. Course instruction includes lectures, laboratories, and small-group discussions.

PM0406  Clinical Microbiology and Immunology

Prerequisites: General Pathology course or equivalent* as determined by instructor, department chair and or dean

Course Description: In the course the student will learn about classification and identification characteristics of the different micro-organisms (Bacteria, viruses, fungi and parasites). The antigenicity, pathogenicity, mode of transmission, clinical manifestations and laboratory diagnosis of these micro-organisms will be discussed. Emphasis will be on microbial disease mechanisms and their clinical manifestations. The student will also be able to describe those infectious processes that require emergent care. The functions of the immune system and selected immunological disorders will be discussed. The Lab will reinforce the lecture material by way of clinical case discussion, demonstrations of selected micro-organisms and performance of some commonly utilized office procedures. The lecture and lab will utilize audio-visual presentations.
BN0405  Biochemical Nutrition

Prerequisites: Completion of collegiate biochemistry course or equivalent* as determined by the instructor(s), Department Chair(s), and/or Dean(s)

Course Description: This basic nutrition course focuses on the following aspects of human nutrients: chemistry, food sources, storage in the body, mobilization, function, daily requirement, interaction, and signs of deficiency or toxicity. Biochemical mechanisms of the action of nutrients are emphasized. Principles of nutrition, dietary reference intakes, various dietary guidelines, and nutrition facts versus fads are studied. Correlation of nutrition with other basic and clinical sciences, and the role of nutrition in clinical practices are mentioned wherever appropriate. Course instruction includes lectures, classroom exercises, homework assignments, a research project, and discussion of practical nutrition topics.

CPM0408  Public Health I

Prerequisites: admission to the college requirements or equivalent** as determined by the instructor(s), Department Chair(s), and/or Dean(s)

Course Description: The students will learn about the history of public health and the fundamentals of epidemiology including definitions, uses, measurements, rates, statistics, and study methods. The students will also learn about health promotion including levels of prevention and current public health issues. The public health agencies and the methods of reporting communicable diseases will be included. Students will be made aware of their obligations to help in the resolution of community health problems

CPM0406  Systemic Pathology

Prerequisites: General Pathology courses or equivalent* *as determined by instructor, department chair, and/or dean.

Course Description: This course introduces the student to the pathological basis of systemic disease including the cardiovascular, hemopoietic, respiratory, digestive, urinary, reproductive and endocrine systems. It provides an understanding of the etiology, pathogenesis and resulting biological changes that occur in the disease process. This information will provide the rationale for diagnosis, and management. Teaching methods include audio-visual presentations during lecture for relevant macroscopic and microscopic changes occurring in disease as well as clinical case discussions.

BNO510  Clinical Nutrition

Prerequisites: Biochemical Nutrition or equivalent* *as determined by instructor, department chair, and/or dean.

Course Description: This course is devoted to the diagnosis of nutrition related illnesses and the integration of nutritional protocols in the treatment of clinical conditions.
Students learn to use nutritional assessment in clinical practice. Emphasis is placed on the specific conditions most frequently encountered by the Doctor of Chiropractic. Prevention and dietary management for care will be discussed. Course instruction includes lectures, guest presentations, case presentations and discussion, as well as independent and team based learning exercises.

CBN0601 Pharmacology/Toxicology

**Prerequisites:** General Anatomy I & II, Anatomy of the Extremities, Cardio-Respiratory Physiology, Gastrointestinal & Genito-Urinary-Endocrine Physiology, Neurosciences or equivalent **as determined by the instructor(s), Chair(s) and/or Dean(s)**

**Course Description:** This lecture course covers the various drug modalities and poisonings which Chiropractic Doctors and Acupuncturists are most likely to encounter in their practice. The pharmacodynamics and pharmacokinetic principles of drugs, pollutants and poisons will be discussed. Available resources in relation to poisons and adverse effects of drugs will be introduced. The nature of the hazardous substances in the environment will be explained. Students will also learn the potential effects of drugs and poisons in altering or masking presenting symptoms in the clinical setting.

CPM0704 Public Health II

**Prerequisites:** admission to the college requirements or equivalent* *as determined by the instructor (s), Department Chair (s), and/or Dean (s) **Co-requisites:** NONE

**Course Description:** The course is designed to promote the acquisition of knowledge & attitudes appropriate to the field of Public & Community Health. Students will learn about the methods used to determine the health care needs of a community and how these can be addressed by the combined effort of various health care workers and public and private entities. The importance of incorporating health promotion and wellness into patient management will be emphasized.

**CLINICAL INTERNSHIP DEPARTMENT (CI)**

CL0513 Clinical Reasoning I

**Course Description:** This case-based course is designed to help the student integrate pre-clinical basic science concepts into simulated clinical cases. Basic science subject matter including anatomy, physiology, pathology, microbiology, biochemistry, biomechanics, and x-ray physics will be reinforced through stepwise application in simulated clinical situations. The student is expected to apply their knowledge of these subjects, guiding their clinical judgment in areas of history taking, physical examination, orthopedic and neurologic assessment, and patient management. Classroom instruction includes individual, small-group and large-group activities.
CLO601  Clinical Reasoning II

Prerequisites: CP0513 Clinical Reasoning I, CP0103 Chiropractic Procedures I, CP0203 Chiropractic Procedures II, CP0305 Chiropractic Procedures III, CP0408 Chiropractic Procedures IV, DX0507 CONA II, CBS0201 History Taking, DX0320 IPES

Co-requisites: Differential Diagnosis I

Course Description: This course is designed both to teach students how to design an effective treatment plan and to provide students with the essential skills that compose a treatment plan. This course will incorporate the essentials of functional evaluation, soft tissue mobilization, joint mobilization, and chiropractic manipulative techniques as they pertain to the treatment of specific patient diagnosis. Additionally, this course will serve as an introduction to active care and physiotherapy, and will also review case management strategy. This class will be taught in conjunction with Differential Diagnosis I and will reinforce the correct use of history taking, physical examination techniques, and diagnostic reasoning as they relate to reaching a diagnosis and formulating a treatment plan.

CL0605  DC Observation

Prerequisites: Clinical Reasoning I, Chiropractic Procedures 1 – 5, Introductory Physical Examination Skills, Clinical Orthopedic and Neurological Assessment II, History Taking.

Course Description: This course is designed to provide the student with the opportunity to observe activities in the University Health Center, in order to become familiar with operational and administrative requirements for Interns. It includes review of examination procedures, case reporting, chart audits, chart organization, and other competencies serving to bridge didactic learning to clinical application. Students will become familiar required clinic forms, receive OSHA and HIPAA training, as well 7th Term Clinic Orientation. Additionally, students will participate in practice development webinars.

ID0716  DC Student Internship

Prerequisites: Completion through all T-6 coursework.

Course Description: The seventh term internship provides students the opportunity to integrate knowledge and skills to a patient care setting. This is accomplished through mentorship with licensed Doctors of Chiropractic. Interactions between interns, patients and supervising doctors provide the basis for instruction as well as group discussion, small group projects and individual projects. Through practical application, the student will demonstrate their ability to perform a history, physical examination, and regional examinations. The students arrive at differential diagnostic impressions, formulate and implement a management/treatment plan for patients.

CL0703  Clinical Reasoning III
Course Description: This case-based course is designed to expand on clinical reasoning skills concepts developed during CR I and CR II, through student review and integration of pre-clinical concepts into simulated clinical cases. CR III will facilitate development of the student's abilities to apply appropriate therapeutic procedures to specific regions of the body. This would include specific adjustments, mobilization, soft tissue work. The student is expected to apply their knowledge of these subjects, guiding their clinical judgment in areas of history taking, physical examination, orthopedic, neurologic assessment, and patient management. Classroom instruction includes lecture, individual, and small-group activities.

DIAGNOSIS DEPARTMENT (DDX)

XR0305  X-Ray Physics & Protection

Course Description: This intermediate level course focuses on the physical science basis for the production of plain film and digital radiographs and provides assessment measures used to critique radiographic quality. Topics will include the generation of x-rays, the interactions of x-rays with matter, the formation and enhancement of the radiographic image, and the biological effects of ionizing radiation including dosing levels to occupational workers and the general public. Methods of instruction include lecture and online assignments.

DX0310  Introductory Physical Examination Skills

Prerequisites: General Anatomy I, General Anatomy II, Spinal Anatomy, Anatomy of the Extremities, Neuroscience or Equivalent** as determined by instructor, department chair, and/or dean.

Co-requisites: Neuroscience, or Equivalent* *as determined by instructor, department chair, and/or dean.

Course Description: Introductory Physical Examination Skills is a clinical skills course with the main emphasis on examination of the human body. The student will learn to select examination procedures that correlate with the patient's history, perform those procedures, use appropriate physical examination techniques, and integrate the findings with the patient’s historical data. Teaching methods include lectures, demonstrations, skills laboratory, and problem based large group discussions that focus on clinical reasoning.

DX0407  CONA I

Prerequisites: IPES and General Pathology, or equivalent*

Course Description: This course introduces the student to the etiology, pathogenesis, and morphological changes of diseases of the neuromusculoskeletal system. It is designed to enable the student to develop knowledge and skills necessary for the diagnosis of significant conditions seen in typical chiropractic practice. These include disorders
affecting the neuromusculoskeletal components of the lumbar spine, pelvis, and lower extremities. The methods of instruction will include lectures, clinical skills laboratories and participation in clinical cases.

XR0401 NRA

**Prerequisites:** General Anatomy I and II, Spinal Anatomy and Extremity Anatomy (or equivalent*)

**Course Description:** This is an introductory level course pertaining to the appearance of both osseous and soft tissue anatomy as visualized on plain film radiographs and to a lesser extent advanced imaging. Anatomic areas covered include the spine, extremities, chest and abdomen. Emphasis will be placed on the categories of anatomy identification, lines of mensuration, normal/congenital variants and developing a search pattern approach to radiographic image interpretation. Teaching methods include lectures, skills laboratory, and problem based large group discussions that focus clinical reasoning.

DX0507 CONA II

**Prerequisites:** Introductory Physical Examination Skills, Clinical Orthopedic and Neurological Assessment I, or Equivalent*

**Course Description:** This course is designed to enable the student to develop behaviors, knowledge and skills necessary for the diagnosis and management of selected significant neuromusculoskeletal conditions affecting the head, neck, thorax and upper extremities. Additionally, the psychosocial aspects of patient care will be considered. Method of instruction will include lectures, clinical skills laboratories, and active participation in small group sessions.

XR0506 Image Interpretation 1

**Prerequisites:** NRA (or equivalent*)

**Course Description:** This is an advanced level course that is focused on developing search pattern and radiographic identification/interpretive skills. The course will cover the roentgen signs of bone/joint disease, general concepts of bone tumors/musculoskeletal trauma and review the common radiographic appearances of pathologies affecting the upper extremity. Practical application of advanced imaging modalities in the assessment of pathology will be presented when appropriate. Teaching methods include lectures, skills laboratory, radiology report writing exercises and problem based group discussions that focus on clinical reasoning.

DX0610 DDX I

**Prerequisites:** General Pathology, Systemic Pathology, Clinical Orthopedic & Neurological Assessment I, Clinical Orthopedic & Neurological Assessment II, Normal Radiographic Anatomy or equivalent* *as determined by instructor, department chair, and/or dean.
Course Description: This course is designed to develop the reasoning (problem solving) skills of students as it relates to the diagnosis of neuromusculoskeletal (NMS) clinical problems encountered in the practice of chiropractic. Emphasis is placed on the proper use of diagnostic procedures (protocols) in the collection and interpretation of clinical data and in the testing of diagnostic hypotheses. This is a critical course in the transition from the basic sciences to internship.

XR0610 Image Interpretation II

Prerequisites: XR0506 Image Interpretation 1 (or equivalent*) as determined by instructor, department chair, and/or dean.

Course Description: This is an advanced level course that is focused on developing search pattern and radiographic identification/interpretive skills. The course will cover the common radiographic appearances of pathologies affecting the pelvis, lower extremity and spine. Basic concepts of plain film interpretation for the chest, abdomen and head will be addressed. Practical application of advanced imaging modalities in the assessment of pathology will be presented when appropriate. Teaching methods include lectures, skills laboratory, radiology report writing exercises and problem based group discussions that focus on clinical reasoning.

CDX0601 Clinical Laboratory Diagnosis

Prerequisites- Anatomy and Physiology I, II, III OR General Anatomy I and II, Cell Physiology, GI, GU and Endocrine Physiology, Circulatory and Respiratory Physiology AND Systemic Pathology *or equivalent: equivalency to be agreed upon by the Lead Faculty, Department Chair, and Program Dean and approval may be contingent on course performance and/or performance in other courses.

Course Description: This course is designed to develop a basic understanding of clinical laboratory procedures and normal and abnormal values

DX0708 DDXII

Prerequisites: Differential Diagnosis I, Clinical Laboratory Diagnosis or Equivalent*

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

CDX0707 Emergency Procedures
**Prerequisites:** Anatomy-Physiology-Histology I, II, & III, Physical Examination Skills I & II, General Pathology & Immunology, Systemic Pathology, Differential Diagnosis I, and Clinical Chiropractic I & II

**Course Description:** This course prepares the student for common medical emergencies that may be encountered in the pre-hospital setting. It includes practical skills and training in the care and recognition of cardiac, respiratory, and other medical emergencies and trauma. It requires competence in basic life support, bandaging, splinting, and other emergency techniques.

**XR0711 Radiographic Positioning & Technology**

**Prerequisites:** XR0305 X-ray physics (or equivalent*) XR0401 Normal Radiographic Anatomy (or equivalent*)*as determined by instructor, department chair, and/or dean.

**Course Description:** This intermediate level course focuses on the skills and knowledge necessary to produce optimum quality radiographs in the clinical setting. Various aspects of patient positioning, factor calculation and film development are presented throughout this course. Methods of instruction primarily involve laboratory demonstrations and hands on instructor guided laboratory exercises.

**DX0807 Clinical Psychology**

**Prerequisites:** Differential Diagnosis II, Clinical Chiropractic Applications

**Course Description:** This course is designed to introduce information related to basic psychological concepts and to familiarize the student with abnormal psychological conditions, which may be encountered in chiropractic practice. Recognition of disorders and the need for referral/collaborative care will be emphasized.

**DX0801 Introduction to Special Populations**

**PREREQUISITES:** Differential Diagnosis II, Imaging Interpretation II, Clinical Reasoning II, Clinical Reasoning III
(or equivalent*)*as determined by instructor, department chair, and/or dean.

**COURSE DESCRIPTION:** This course is designed to provide clinical information related to the diagnosis and management of conditions in the fields of Obstetrics, Gynecology, Pediatrics, and Geriatrics (hereby known as “Special Population”). Special emphasis will be placed upon the application of chiropractic care of pregnant women, infants and children, and the aging population. Material will be presented in lecture format, as well as through group discussion, demonstration, and out-of-class assignments.

**PRINCIPLES AND PRACTICE DEPARTMENT (P&P)**
CBS0106  History of Healthcare

Prerequisites: admission to the college requirements or equivalent**as determined by the instructor (s), Department Chair (s), and/or Dean (s)

Course Description: This course explores an abbreviated history of acupuncture and oriental medicine, chiropractic, western medicine, ayurveda, naturopathy and homeopathy. The course also compares and contrasts the core philosophy, and treatment methods adopted by these systems. Further, it provides a timeline of their origin and growth along with the major contributors to these systems.

CBS0108  Intro to Ethics and Professional Behavior

Prerequisites: Admission to either college at SCUHS

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

CBS0107  Medical Terminology

Prerequisites: admission to the college requirements or equivalent**as determined by the instructor (s), Department Chair (s), and/or Dean (s)

Course Description: This course is a survey course that covers the basic elements of medical terminology. Students will learn the western medical terminology for various systems in the human body, including the musculoskeletal, nervous, respiratory, digestive, cardiovascular, urinary, immune and reproductive systems. It also includes Western medical abbreviations and the formation of singular/plurals forms. Students will be required to do their assignments and take their exams online to successfully complete this course.

CP0103  CP I- Spinal Assessment & Associated Procedures

Prerequisites: None

Course Description: This introductory lecture and laboratory course is a hands-on course in chiropractic procedures designed to develop one’s skills to touch, feel, identify and assess the bony and soft tissue structures of the axial skeleton. Students will analyze the structural and functional relationships of the musculoskeletal system through static and motion palpation, postural analyses and specified movement pattern and muscle length and strength assessments, focusing on the body’s core. Students will decipher indications and contraindications to mobilization procedures and apply specified mobilization procedures focusing on treatment of the spine and ribs. The skills learned in
this course are necessary components in the development of chiropractic assessment and adjusting skills.

CT0101  Chiropractic Theories and Principles

Prerequisites: None

Course Description: This course is designed to develop an understanding of the various theories and concepts of chiropractic, including its practice and philosophy, and the role of the Doctor of Chiropractic and the chiropractic profession in today's health care setting.

CRE0201  Research Methodology

Prerequisites: admission to the college requirements or equivalent**as determined by the instructor(s), Department Chair(s), and/or Dean(s)

Course Description: This course is designed to develop students' practical skills in clinical problem solving by reading and appraising published health sciences literature for its validity (closeness to truth) and usefulness (clinical applicability). At the same time, the course will introduce the student to the application of key basic concepts in clinical epidemiology, clinical study design, and biostatistics. The goal of this course is to develop part of the essential knowledge, skills, and attitudes necessary to practice evidence-based acupuncture/chiropractic care.

CP0204  CP II– Extremity Assessment and Associated Procedures

Prerequisites: CP I – Spinal Assessment and Associated Procedures, or equivalent*

Course Description: This introductory level lecture and laboratory course is designed to develop one’s skills to palpate and assess the bony and soft tissue structures of the upper and lower extremities. Students will analyze the structural relationships between the static and dynamic musculoskeletal system with an emphasis on surface anatomy, joint assessment procedures, mobilization procedures and movement pattern assessments. The skills learned in this course are necessary components in the development of chiropractic assessment and adjusting skills.

PP0310  Scientific Basis of Chiropractic

Prerequisites: Spinal Anatomy, Spinal Biomechanics, Cell Physiology, Neuroscience, General Anatomy II

Course Description: This lecture course is designed to develop an understanding of the scientific basis of chiropractic manipulation and mobilization procedures and their clinical effects.

CPO307  CP III- Soft Tissue and Mobilization Procedures
**Prerequisites:** CPI and CPII, Ext. of Biomechanics, Spinal Anatomy, Spinal Biomechanics; or Program Admission Requirements or equivalent*. *As determined by the instructor, department chair and Dean

**Course Description:** This laboratory and lecture course focuses on soft tissue management procedures which are complementary to the chiropractic adjustment. Some of the therapeutic techniques that are explored include post-isometric relaxation, post-contraction stretch, reciprocal inhibition, transverse cross friction massage, and trigger point-ischemic compression. Specialized mobilization techniques are presented and practiced. Emphasis in lab is placed on skills development and application of treatment procedures. The lecture series focuses on the history and scientific basis for the soft tissue techniques that are taught.

**CP0408**  
**Chiropractic Procedures IV- Pelvis and Lumbar Procedures**

**Prerequisites:** Chiropractic Procedures I. Admissions to the program or equivalent* As determined by the instructor, department chair(s), and/or Dean

**Course Description:** This lecture and laboratory course is designed to train the student in the evaluation and treatment of abnormal articular relationships of the pelvis and lumbar spine. Long and short lever diversified techniques are emphasized. Postural and visual analysis, static and motion palpation, functional muscle testing, and applied biomechanics are correlated to provide the student with a comprehensive and integrated approach to low back and pelvis analysis. Side posture, supine, prone and seated techniques are presented. Pelvic blocking and soft tissue procedures are taught as complimentary to adjustive techniques. Clinical application and case management of selected significant conditions affecting the low back are presented.

**CP0510**  
**CPV- Cervical and Thoracic Procedures**

**Prerequisites:** CP1, CP2, CP3, Spinal Anatomy, Spinal Biomechanics, or equivalent*

**Course Description:** This laboratory course is a hands-on course in chiropractic procedures. It is designed to develop the necessary skills and attitudes for chiropractic treatment of articular dysfunctions of the cervical spine, thoracic spine and ribs. Diversified (integrative) adjusting techniques are emphasized. Static and dynamic musculoskeletal assessments, applied biomechanics and radiographic impressions are correlated to provide the student with an integral approach to analysis and treatment of a patient.

**CPO515**  
**Specialized Chiropractic Procedures**

**Course Description:** This lecture and laboratory course provides a survey of specialized chiropractic procedures designed to complement the adjustive procedures taught in the core technique curriculum. Critical evaluation of a variety of chiropractic Name Techniques/Technique Systems is emphasized. Presentations are provided by invited guest speakers and include a lecture overview of the techniques plus laboratory demonstrations and/or hands on activities. Techniques are presented based on their useful clinical application, their compatibility with diversified techniques, and their prevalence in the chiropractic profession.
CP0611  Physiological Therapeutics I

Prerequisites:  Systemic NMS Pathology, Neuromusculoskeletal Diagnosis I & II, and Chiropractic Procedures IV

Course Description:  The primary objective of the course is the treatment of body dysfunctions utilizing various forms of mechanical, thermal, light, acoustic, electromagnetic and electrical energies that are commonly use in the practice of Chiropractic.  A secondary objective of the course is to introduce the basic principles of active care.  This lecture and laboratory course is designed to develop rational treatment strategies, establish an effective treatment plan, and to safely and effectively apply selected treatment modalities for a variety of conditions.

CP0716  Chiropractic Procedures VII-Advanced Therapeutic Procedures and Review

Prerequisites:  CP1 (CP103), CP II (CP204), CPIII (CP0310), CPIV (CP0408), CP V (CP0510) and CP VI (CP0601) or equivalent*

Course Description:  This laboratory course is designed to introduce the students to a number of assessments and treatment variations meant to compliment the procedures taught in the Chiropractic Procedures I through VI courses.  Alternatives to the core procedures will be offered and mechanically assisted adjusting will be introduced.  The course also reviews the soft tissue and adjusting procedures previously taught and allows laboratory time for the further development of the student’s assessment and adjusting skills.

PP0701  Practice Management I

Prerequisites:  None

Course Description:  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.

CL0817  Practice Management III

Course Description:  This course will assist students to learn the fundamental aspects of insurance, collections, patient management and practice organizational skills required by the graduating Doctor of Chiropractic in preparing for work in a private practice setting. The focus will be on managing insurance, med-legal claims, and business preparation. Active class participation, small group workshops, guest speakers, and an insurance workbook will be utilized.

CP0707  Physiological Therapeutics II
**Prerequisites:** Physiological Therapeutics I (PT0611)

**Course Description:** The objective of this course is to enable the student to utilize patient history, diagnostic assessments, and functional assessments to develop, progress, or modify appropriate treatment plans that include both active and passive care elements. The student will also be taught to properly communicate their findings and treatment strategies to patients and other healthcare professionals. Emphasis will be placed upon functional assessments and active care procedures that can be utilized in a variety of environments. This course is also intended to reinforce the student’s ability to perform diagnostic assessments and utilize manual therapies using a variety of active learning methodologies, including case-based scenarios.

**PP0712 Ethics in CAM**

**Prerequisites:** Introduction to Ethics (PP0103) or equivalent* *as determined by instructor, department chair, and/or dean.

**Course Description:** This course is designed to increase the student’s awareness of the common ethical issues faced in Complementary and Alternative Medicine (CAM). It focuses on the responsibilities of CAM providers and covers various problem solving techniques that may be useful in resolving the variety ethical dilemmas faced by today’s health care practitioners. The course is delivered using a lecture and/or distance learning format.

**PP0801 Practice Management II**

**Prerequisites:** Practice Management I, Ethics, and Clinical Chiropractic Applications

**Course Description:** This course is designed to teach the office management skills required by the graduating Doctor of Chiropractic in preparing to open a practice. These learned skills are to include analyzing locations and area demographics, creating a practice plan, developing various financial accounting systems, networking with other health care providers, and communicating with the patient to assure treatment compliance and continuity of care. The course is to include lecture presentations, class discussion, overhead projection/slide presentation/video presentations.
Residencies at LACC

Sports Medicine Residency Program
Through the Los Angeles College of Chiropractic, the Clinical Internship Department offers a two-year, full-time residency program. 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, in a private sports medicine practice in an academic institution, and on-field experience as team doctors or on medical staffs treating amateurs through professional-level athletes. Residents may have opportunities to work at the Olympic level as team doctors for National Governing Bodies (NGB), and serving in rotations through the US Olympic Training Centers (OTC). 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, residents are eligible to obtain multiple specialty training certifications including but not limited to: the Certified Strength and Conditioning Specialist (CSCS) certification by the National Strength and Conditioning Association (NSCA) as well as the Certified Chiropractic Sports Physicians (CCSP) certification by the American Chiropractic Board of Sports Physicians (ACBSP), etc.

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 neuromusculoskeletal imaging. The successful resident will qualify to take the American Chiropractic Board of Radiology’s (ACBR) Diplomate 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.
College of Acupuncture & Oriental Medicine
ACADEMIC PROGRAMS

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

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

Academic Program and Curriculum
The College of Acupuncture and Oriental Medicine’s academic program emphasizes student learning and success by adhering to learner-centered principles. These principles include:

- Focus on acquisition of knowledge, skills, attitudes, and competencies rather than rote memorization of facts
- Increased active learning activities such as laboratories, practicum courses, and hands-on experiences in lieu of straight lecture delivery of course material
- Use of modern technology to enhance teaching strategies throughout the program
- Incorporation of out-of-class study, small group discussions, tutorials, case studies, standardized patients and research throughout the curriculum to appeal to the various learning styles and increase the range of educational experiences
- Balance of lecture and lab hours to provide students with the knowledge and skills required to enter the clinical phase of their education with confidence and enthusiasm
- Measurement of academic progress through the use of student learning outcomes

The student learning outcomes integrate the educational process and pertain to the following key themes within the curriculum:

— Acupuncture and Oriental Medicine Therapies
— Clinical Reasoning
— Communication and Interpersonal Skills
— Foundational Health Science Knowledge and Information Literacy
— Patient Management
The student learning outcomes are woven throughout the curriculum and incrementally assessed at the beginner, intermediate and graduate levels to ensure that students steadily progress in their learning.

These educational principles guiding CAOM’s program and curriculum underline CAOM’s commitment to excellence in teaching, research, and patient care as it continually strives to pioneer fundamentally new and integrated ways of educating Acupuncture and Oriental Medicine practitioners for the 21st century.

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), one of six regional associations that accredit public and private schools, colleges, and universities in the United States.

Southern California University of Health Sciences has received full approval from the California Acupuncture Board for its Acupuncture and Oriental Medicine program. Approval came shortly after the Board’s site visit to the SCU campus in 2001 when members of the Board reported that the SCU program was a “model” for other institutions.

The Acupuncture and Oriental Medicine program of the Southern California University of Health Sciences is accredited by the Accreditation Commission for Acupuncture and Oriental Medicine (ACAOM), the recognized accrediting agency for the approval of programs preparing acupuncture and oriental medicine practitioners. ACAOM is located at 14502 Greenview Drive, Suite 300B, Laurel, Maryland 20708; phone (301) 313-0855; fax (301) 318-0912.

The Degree
Graduates of the College receive a Master of Acupuncture and Oriental Medicine Degree (MAOM), following 172 trimester units (3,285 hours), including 1,020 hours of clinical training.

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.

Course Identification
An area of study is designated by the following letters:

<table>
<thead>
<tr>
<th>Code</th>
<th>Course</th>
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<tbody>
<tr>
<td>AAC</td>
<td>Acupuncture</td>
</tr>
<tr>
<td>AAN</td>
<td>Anatomy/Physiology</td>
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<tr>
<td>ABN</td>
<td>Biochemistry/Nutrition</td>
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<td>ABS</td>
<td>Basic Sciences</td>
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<td>ACL</td>
<td>Clinical Internship</td>
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</table>
**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.

### Trimester Schedule of Classes as of Spring 2011

#### Trimester I

<table>
<thead>
<tr>
<th>Course #</th>
<th>Course Title</th>
<th>Lecture</th>
<th>Laboratory</th>
<th>Hours</th>
<th>Units</th>
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<td>AAC102</td>
<td>Acup Meridians and Points I</td>
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**Course Descriptions**

AAC102  
Acupuncture Meridians & Points I  
60 hours / 3 units

This course is designed to introduce the basic concepts of acupuncture, such as nomenclature and functions of the acupuncture meridians and points, the distribution of the meridians, and measuring methods of locating acupuncture points. This course will emphasize on the anatomical locations and therapeutic indications of acupuncture points at the first six meridians, i.e., Lung, Large Intestine, Stomach, Spleen, Heart, Small Intestine and Bladder meridians. There is actual practice of point locations by the students under instructor's supervision.
Prerequisites: Admission to the college requirements or equivalent*  
*As determined by the instructor (s), Department Chair (s), and/or Dean (s)

Co-requisites: Anatomy/Physiology 1*

AAC203
Acupuncture Meridians & Points II
45 hours / 3 units

This course introduces the basic concepts of acupuncture, such as nomenclature and functions of the acupuncture meridians and points, the distribution of the meridians, and measuring methods of locating acupuncture points. This course will emphasize on the anatomical locations and therapeutic indications of acupuncture points at the meridians of Urinary bladder, Kidney, Pericardium, Triple energizer, Gallbladder, and Liver, Governor and conception Vessels. This course also introduces all the other extra Vessels including: Belt/Dai, Thoroughfare/Chong, Yang Heel/Yangqiao, Yin Heel/Yinqiao, Yang Link/Yangwei, and Yin Link/Yinwei.

Prerequisites: Acupuncture Meridians & Points I or equivalent*  
*As determined by instructor, department chair, and/or dean.

Co-requisites: None

AAC205
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.

Prerequisites: Acupuncture Meridians & Points I
Co-requisites: Acupuncture Meridians & Points II

AA304
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 the Twelve Divergent Meridians, Fifteen Collaterals, Twelve Muscle Regions, and the Twelve Cutaneous Regions. The special theories and therapeutic functions of the Extra Points, Head and Ear Acupuncture are included as well. There is demonstration and practice of locating the extra points and ear points and measuring the head acupuncture
lines at class exercises.

Prerequisites: Admission to the college requirements or equivalent*
*As determined by the instructor(s), Department Chair(s), and/or Dean(s)
Co-requisites: Anatomy/Physiology I*

AAC305
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. Head Acupuncture, Ear Acupuncture, Prickling (Blood Letting), Cupping, Moxibustion, and Electro-acupuncture. Instructor’s demonstration and student’s hands-on practice under supervision are the major part of learning in this course.

Prerequisites: Acupuncture Techniques I, Acupuncture Meridians & Points I & II
Co-requisites: Acupuncture Meridians & Points III

AAC507
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 plan and how to prescribe acupuncture points based on the clinical diagnosis. There is also in-depth discussion on modification of point selection according to differential diagnosis of each clinical syndrome in Oriental medicine.

Prerequisites: Acupuncture Meridians and Points I, II, & III
Co-requisites: None

AAC706
Acupuncture Prescriptions II
45 hours / 3 units

This is a continuous course to Acupuncture Prescription I and involves the acupuncture prescriptions for the clinical treatments of pain syndrome, gynecological disorders, pediatric diseases, dermatologic diseases, and EENT diseases. There is in-depth discussion on the clinical manifestations, diagnosis, therapeutic plan, and acupuncture prescription of each syndrome in Oriental medicine. This course also emphasizes on the modification of acupuncture prescription or point selection based on the differential diagnosis.

Prerequisites: Acupuncture Prescriptions I, Acupuncture Meridians & Points I, II, & III
Co-requisites: None
AAN101
Anatomy/Physiology I
75 hours / 4 units

This course comprehensively presents the anatomy and physiology of the human musculoskeletal system and nervous system. Instruction includes lecture, small group discussions and laboratory sessions in human dissection and physiology. Students will learn all the surface anatomical structures and depth safety when needling.

Prerequisites: Admission to College
Co-requisites: None

AAN202
Anatomy/Physiology II
75 hours / 4 units

This course presents the anatomy and physiology of the special sense organs and blood and endocrine, respiratory, cardiovascular, lymphatic, and immune systems. Instruction includes laboratory sessions that emphasize the study of prosected human cadavers and physiology lab experiments.

Prerequisites: Admission to the college requirements or equivalent*
   *As determined by the instructor (s), Department Chair (s), and/or Dean (s)
Co-requisites: None

AAN303
Anatomy/Physiology III
75 hours / 4 units

This course presents the anatomy and physiology of the digestive, urinary and reproductive systems, acid-base fluid and electrolyte balance, as well as genetics. Instruction includes lectures, laboratory sessions in cadaver dissection and small group discussion.

Prerequisite: Admission to the college requirements or equivalent*
   *As determined by the instructor (s), Department Chair (s), and/or Dean (s)
Co-requisites: None

ABN204
Western Nutrition
45 hours / 3 units

This is a basic nutrition course that deals with the following aspects of nutrients: food source, storage in the body, function, daily requirement, interaction, the signs and symptoms of deficiency or toxicity, methods of nutritional assessment, dietary guidelines and nutritional labeling, nutritional principles for managing obesity and nutritional guidelines during pregnancy and lactation. The clinical applications will also be discussed along with the correlation of clinical practices.
Prerequisite: Admission to the college requirements or equivalent*
   *As determined by the instructor(s), Department Chair(s), and/or Dean(s)
Co-requisites: None

ADX302
Physical Examination
45 hours / 2 units

Physical Examination is a beginning clinical skills course with the main emphasis on examination of the human body. The student will learn to select examination procedures that correlate with the patient's history, to perform those procedures using appropriate physical examination tools and techniques, and to integrate the findings with the historical data. The student will also combine history taking and record keeping skills with the physical examination to facilitate beginning clinical decision making as a core part of clinical practice. Teaching methods include lectures, demonstrations, skills laboratories, and problem based large group discussions which focus clinical reasoning.

Prerequisites: Anatomy/Physiology I or equivalent*
   *As determined by instructors(s), Department Chair(s), and/or Deans(s)
Co-requisites: Anatomy/Physiology III, Anatomy/Physiology II, & III

ADX403
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 or equivalent*
   *As determined by Instructor, Department Chair or Dean
Co-requisites: None

ADX701
Clinical Science/Medicine I
45 hours / 3 units

This course covers the etiology, epidemiology, patho-physiology, diagnosis and treatment of cardiovascular, nervous, gastrointestinal and genitourinary disorders.

Prerequisites: Systemic Pathology, Neuromusculoskeletal Examinations, Clinical Laboratory Diagnosis
Co-requisites: None
ADX802
Clinical Science/Medicine II
45 hours / 3 units

This course covers the etiology, patho-physiology, diagnosis and treatment of pulmonary, infectious hematological, gynecological/obstetrical pediatrics, ENT, and dermatological disorders.

Prerequisites: Systemic Pathology, Neuromusculoskeletal Examinations, Clinical Laboratory Diagnosis
Co-requisites: None

ADX903
Clinical Science/Medicine III
45 hours / 3 units

This course covers the etiology, epidemiology, patho-physiology, diagnosis and treatment of pulmonary, infectious hematological, gynecological/obstetrical pediatrics, ENT and dermatological disorders, or equivalent as determined by instructor, department chair, and/or dean.

Prerequisites: Systemic Pathology, Neuromusculoskeletal Examination, Clinical Laboratory Diagnosis
Co-requisites: None

AHB102
Materia Medica I
45 hours / 3 units

This course introduces the student to the history, basic philosophy and foundations of Chinese herbs and formulas. This includes how herbs are classified, acquired, selected, prepared, combined, and used in clinical practice. The student is also introduced to the herbal categories and the distinguishing features of each, and will study a number of specific herbs within Warm the Interior and Dispel Cold; Aromatic Herbs that Open the Orifices; and Substances for External Application categories.

Prerequisites: Admission to college or equivalent*
  *As approved by instructor(s), department chair(s), or Dean(s)
Co-requisites: None

AHB204
Materia Medica II
45 hours / 3 units

This course covers the tastes, properties, channels, dosage, indications, major combinations and cautions/contraindications for individual herbs in the following categories: Herbs that Release Exterior, Clear Heat, Downward Draining Herbs, Dispel Wind Dampness, Drain Dampness, Aromatic that Transform Dampness.
Prerequisites: Materia Medica I or equivalent*
   *As determined by instructor, department chair, and/or dean.
Co-requisites: None

AHB305
Materia Medica III
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 the following herbal categories: Herbs that Tonifying (Qi, Blood, Yin and Yang); Herbs that regulate the Qi; Herbs that Regulate the Blood; Herbs that stabilize and bind; Herbs that Calm the Spirit; Substances that extinguish wind and stop Tremors.

Prerequisites: Materia Medica I
Co-requisites: None

AHB406
Materia Medica IV/ Diu Yao
45 hours / 3 units

This course will introduce the tastes, properties, channels, indications, dosage and cautions/contraindications for individual herbs in the following categories; Herbs that Transform phlegm and stop coughing, Herbs that relieve food stagnation and Herbs that expel parasites. The students are also introduced to concepts of herbal pairing (Dui- Yao) and commonly used herbal pairs in clinical practice. Some common herb and drug interactions will be introduced as well. Course instruction includes lectures, herbal identifications, small-group discussions and problem-based, small-group tutorials.

Prerequisites: Materia Medica I & II or equivalent*
   *As determined by the instructor, department chair(s), and/or Dean(s).
Co-requisites: Materia Medica III

AHB506
Formulas & Strategies I
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, laboratory practice of herbal formulation, small-group discussions and problem-based, small-group, tutorials.

Prerequisites: Materia Medica I, & II or equivalent*
   *As determined by Instructor, department chair, and/or Dean
Co-requisites: None
AHB607  
Formulas & Strategies II  
45 hours / 3 units

This course teaches the ingredients, preparation, actions, indications, analysis of formulas, cautions/contraindications and modification of herbal formulas in different categories. This course covers Formulas that Tonify (Qi, Blood, Qi and Blood, Yin, and Yang), Formulas that Stabilize and Bind, Formulas that Regulate the Qi, Formulas that Invigorate the Blood, and Formulas that Stop Bleeding. Course instruction includes lectures, case studies, small-group discussions and problem-based, small-group tutorials.

Prerequisites: Materia Medica I, II, III, & IV, OM Diagnosis, OM Theories II
Co-requisites: None

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 the Reduce Food Stagnation and Formulas that Expel Parasites. Course instruction includes lectures, case studies, laboratory practice of herbal formulation, small-group discussions and problem-based, small-group tutorials.

Prerequisites: Materia Medica I & II

AHB709  
OM Nutrition/Diet  
45 hours / 2 units

This course will introduce the integration of herbal medicine into food therapy and relate the Oriental Medicine Theory by applying the criteria of the ancient adage “prevention is more important than cure”. This course will introduce the knowledge on medicinal herbs and learn the connection between various ailments and the food intake. The basic theory of this course is to understand the methods of using medicinal herbs together with daily diet to nourish, adjust, and regulate the body according to the seasonal changes and internal patterns to prevent common ailments.

Prerequisites: Materia Medica I, II, & III, OM Theories I
Co-requisites: None

APP101  
Oriental Medicine Theories I  
45 hours / 3 units
This course is devoted to the study of the basic philosophy and foundations of Traditional Oriental Medicine. This course will introduce the concepts of Yin and Yang Theory, Five Elements Theory, Vital Substances (Essence, Qi, Blood and Body Fluids), Zang and Fu Organs Theory, Extraordinary Fu Organs, Causes of Diseases, and Pathogenesis of Yin and Yang Disharmony and the Mechanism of Qi. Course instruction includes lectures, discussions, and critical thinking.

Prerequisites: Admission to College or equivalent*
   *As determined by instructor, department chair, and/or dean.

APP105
Tai Ji/Qi Gong
30 hours / 1 unit

This course is devoted to teach the short form of Yang style Tai Ji Quan (Yang 8). Additionally, various breathing exercise, Tai Ji movement, and Qi Gong practices will be introduced. The purpose of the course and of these exercises is to teach students a variety of techniques for recognizing, gathering, students and their future patients can maintain health and promote healing.

Prerequisites: Admission to College or equivalency by approval of CAOM Dean

APP203
Oriental Medicine Diagnosis
60 hours / 3 units

This course covers the four major diagnostic methods in Oriental Medicine (inspection, auscultation/olfaction, inquiry and palpation) and provides the introduction to differentiation of patterns according to Eight Principles, Qi-Blood-Body Fluids, Pathogenic Factors, Six Stages, Four Levels, and Three Burners.

Prerequisites: Oriental Medicine Theories I or equivalent*
   *as determined by instructor, department chair, and/or dean.

APP302
Oriental Medicine Theories II
45 hours / 3 units

This course covers pattern differentiation according to the Internal Organs (Zang-Fu), combined patterns of the Zang-Fu, Five-Element patterns, and principles of treatment.

Prerequisites: Oriental Medicine Diagnosis or equivalent*
   *As determined by instructor, department chair, and/or dean.

APP401
OM Critical Thinking I
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: Anatomy/Physiology I, II, & III, General Pathology, Physical Examination, Materia Medica I, II, & III, OM Theories I & II, OM Diagnosis, Acupuncture Meridians & Points I, II, & III, History Taking, Western Nutrition or Equivalent*
*As determined by the instructor, department chair(s), and/or Dean
Co-requisites: Systemic Pathology, NMS Examination, Materia Medica IV/Dui Yao

APP511
Tui-Na/Massage/Acupressure
45 hours / 2 units

This course teaches the traditional Chinese Physical Therapy methods of Tui-Na/ massage. It includes the manipulation methods of treating structural and soft tissue injuries and dysfunction. Acupressure techniques for structural and soft tissue manipulation are also covered.

Prerequisite: Admission to the college requirements or equivalent*
*As determined by the instructor(s), department chair(s) and/or Dean(s)
Co-requisites: None

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 acupuncturist in preparing to practice. The student learns skills including: analyzing locations and area demo-graphics, creating a practice plan, developing various financial accounting systems, networking with other health care providers and communicating with the patient to assure treatment compliance and continuity of care. Issues of patient documentation, as well as doctor liability, are discussed. Strategies for utilizing inter-professional collaborative care are presented as well. The course includes lecture presentations, class discussion, audiovisual presentations and self-directed course projects.
Prerequisites: Admission to college

APP701
Shang Han Lun
45 hours / 3 units

This course teaches Dr. Zhang, Zhong-Jing’s Classic Chinese Medicine Theory—Shang Han Lun (Febrile Diseases Due to Invasion of Cold). Students will learn how to differentiate exogenous diseases and syndromes according to the theory of the six meridians (Taiyang, Shaoyang, Yangming, Taiyin, Shaoyin, and Jueyin) and the subsequent determination of treatment.

Prerequisites: OM Theories II, OM Diagnosis, Formulas & Strategies I & II

APP702
OM Critical Thinking II
45 hours /3 units

This course integrates the first and second year courses (OM Theories, Diagnosis, Materia Medica, Acupuncture, and basic western medicine knowledge: Anatomy/Physiology, Western Nutrition, and Pharmacology) 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 6th terms; currently enrolled in 7th term

APP811
OM Internal Medicine I
45 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, cough, breathlessness, wheezing, lung abscess, mental-emotional problems, insomnia, tinnitus & deafness, chest painful obstruction, epigastric pain, hypochondriac pain, diarrhea, constipation, and abdominal masses.

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

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 menstruation, diseases during pregnancy, diseases after childbirth, and miscellaneous diseases
(infertility, menopausal syndrome, abdominal masses, excessive vaginal discharge, vaginal itching, and prolapsed uterus). The course includes lecture presentations, class discussion, case studies and self-directed course projects.

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

APP816
Wen Bing Xue
45 hours / 3 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 Diagnosis, OM Theories I & II, Materia Medica I, II, III & IV, Formulas & Strategies 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 interpret patients’ history, make differential diagnosis, integrate Western and Eastern diagnoses, develop treatment plan, and prescribe herbal formulas and acupuncture treatment accordingly. The course includes lecture, class discussion, case studies and self-directed course projects.

Prerequisites: Acupuncture Prescriptions I & II, ACE II, Critical Thinking II, Clinical Science/Medicine I, Laboratory Diagnosis, Emergency Procedures
Co-requisites: Clinical Science/Medicine II & III

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 back-ache and sciatica, myalgic encephalomyelitis, Parkinson’s disease, wind-stroke, atrophy syndrome, multiple sclerosis, bleeding, and common cold and influenza. The integration between Western and Oriental Medicines will also be covered. The course includes lectures, class discussions, case studies and self-directed course projects.
Prerequisites: OM Theories II, Acupuncture Prescriptions I & II, Formulas & Strategies I, II, & III, ACE II

AXR510
Diagnostic Imaging Concepts
60 hours / 3 units

The course will encompass the fundamental diagnostic imaging related issues to the AOM practitioner. Diagnostic imaging appearances of normal and common clinical conditions will be presented, with discussion on appropriate selection of imaging modalities and interpretation of professional diagnostic imaging reports.

Prerequisites: Anatomy/Physiology I

ACL304
Intro to Clinical Internship
30 hours / 1 unit

This course is the beginning phase of the CAOM internship training and is designed to provide students with the knowledge necessary for clinical practice. The course allows the student to understand the different levels and expectations upon entering internship training. This course will discuss the attitudes necessary and correct procedures to follow in the health center. Proper paperwork, history taking skills, physical exam and various treatment modalities will be performed. Appropriate clinical etiquette will be simulated, and actual patient treatment will be observed.

Prerequisites: OM Theories I, Acupuncture Points I, Materia Medica I, History Taking

ACL403
Clinical Observation
120 hours / 4 units

This course is the observation phase of internship training and is designed to develop the knowledge and attitudes necessary for clinic practice. OB interns will actively participate in patient care under the supervision of a licensed acupuncturist but not actually performing any hands-on treatment. OB interns may also engage in various other educational experiences, including case presentations, workshops, clinic rounds, guest lectures, and clinic promotional activities.

Prerequisites: Intro to Clinical Internship, OM Theories I, Acupuncture Points I, Materia Medica I, History Taking

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, Materia Medica III, Acupuncture Techniques I, OM Theories II, Acupuncture Meridians & Points III, History Taking, Physical Examination, 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 Observation II; Successful completion of Clinical Internship (Supervised Practice) I, Materia Medica I, II, & II, 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. Supervised Practice III (SP) interns will actively participate in patient care with hands-on practice of clinical treatments under the supervision of a licensed acupuncturist. SP interns may also engage in various other education experiences, including case presentations, workshops, guest lectures, and clinical promotional activities.

Prerequisites: Supervised Practice II

ACL808
Clinical Internship (Independent Practice) I
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 licensed AOM practitioners. IP interns will actively participate in patient care more independently throughout the entire clinical procedures, although the final protocol of treatment must be approved by their Clinical Supervisors. IP Interns will also engage in various other educational experiences including case presentations, workshops, clinic rounds, guest lectures, and clinic promotional activities.
Prerequisites: Supervised Practice III, Clinical Science/Medicine I, OM Nutrition/Diet, Shang Han Lun, Critical Thinking II, Emergency Procedures; Passed ACE II

ACL906
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 licensed AOM practitioners. IP interns will actively participate in patient care more independently throughout the entire clinical procedures, although the final protocol of treatment must be approved by their Clinical Supervisors. IP interns will also engage in various other educational experiences, including case presentations, workshops, clinic rounds, guest lectures, and clinic promotional activities. Interns are required to complete a case presentation at this phase.

Prerequisites: Independent Practice I, Wen Bing/Jin Gui, OM Gynecology, OM Internal Medicine I, Clinical Science Medicine II

AID402
Acupuncture Competency Examination (ACE) I

This course is designed to evaluate the OB intern’s competencies by integrating basic science and Oriental medical knowledge and skills in order to determine the intern’s clinical competencies in a modified clinical setting. The practical exam consists of five stations including History Taking (station 1), Tongue Diagnosis (station 2), Herbal Identification (station 3), Physical Examination (station 4) and Point Location (station 5). The practical exam format is an Objective Structured Clinical Examination (O.S.C.E). This format includes a case-based condition wherein examinees rotate through a circuit of stations in which they perform diagnostic skills, clinical techniques and patient management. They are assessed by direct observation by a faculty/staff member in each station. The written exam consists of 100 multiple choice questions pertaining to the required courses for this exam.

Prerequisites: Didactic courses Complete the courses of Anatomy/Physiology I, II & III, Physical Examination, Materia Medica I, II, & III, History Taking, & Western Nutrition or equivalent*. Internship: Successfully passed Observation I (OB I) or Observation I Dual (OB I Dual). Cumulative GPA must be 2.0 or more.
Co-requisites: General Pathology*, Critical Thinking I, & Materia Medica IV/Dui Yao
*As determined by the instructor(s), department chair(s) and/or Dean(s)

AID701
Acupuncture Competency Examination (ACE) II

This course is designed to evaluate the SP intern’s competence to integrate basic science and oriental medical knowledge and skills in order to determine the intern’s clinical competency in a modified clinical setting. The practical exam is consisted of five stations including Neuromusculoskeletal Examination (station 1), Auricular Acupuncture (station 2), Clinical Safety Procedure-OSHA (station 3), Acupuncture Technique (station 4) and Herbal
Formulation (station 5). The testing method utilized is the Objective Structured Clinical Examination (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 150 multiple choice questions pertaining to the required courses for this exam. The written and practical exams are counted toward the final grade of ACE II.

Prerequisites: Successfully completed all courses from Term I to Term VI and currently enrolled in Term VII courses. Successfully passed Supervised Practice II (SP2) level; currently enrolled in Supervised Practice III (SP3); successfully passed ACE I

AID901
Acupuncture Competency Examination (ACE) III

The comprehensive examination is an exit exam which will directly affect students’ qualification for graduation. It also serves a tool to evaluate students learning outcomes at the graduate level. This examination is composed of 200 multiple choice questions that include all courses in the AOM curriculum. The exam will be administered in two separate 2-hour sessions with a one hour break in between. Each section will consist of 100 questions.

Prerequisites: Clinical Science/Medicine II, Shang Han Lun, Critical Thinking II, OM Internal Medicine I, Wen Bing/Jin Gui, & OM Gynecology. Successfully pass ACE II.

CBN0601
Pharmacology / Toxicology
30 hours / 2 units

This lecture course covers the various drug groups and poisonings which Chiropractic Doctors and Acupuncturists are most likely to encounter in their practice. The pharmacodynamics and pharmacokinetic principles of drugs, pollutants, and poisons will be discussed. Available resources in relation to poisons and adverse effects of drugs will be introduced. The nature of the hazardous substances in the environment will be explained. Students will also learn the potential effects of drugs and poisons in altering or masking presenting symptoms in the clinical setting.

Prerequisites: Anatomy/Physiology I, II, & III, or equivalent *
*As determined by the instructor(s), Chair(s) and/or Dean(s)
Co-requisites: Non

CBS0106
History of Healthcare
15 hours / 1 unit

This course explores an abbreviated history of acupuncture and oriental medicine, chiropractic, western medicine, ayurveda, naturopathy and homeopathy. The course also compares and contrasts the core philosophy, and treatment methods adopted by these systems. Further, it provides a timeline of their origin and growth along with the major
contributors to these systems.
Prerequisite: Admission to the college requirements or equivalent*
   *As determined by the instructor (s), Department Chair (s), and/or Dean (s)
Co-requisites: None

CBS0107
Medical Terminology
15 hours / 1 unit

This course is a survey course that covers the basic elements of medical terminology. Students will learn the western medical terminology for various systems in the human body, including the musculoskeletal, nervous, respiratory, digestive, cardiovascular, urinary, immune and reproductive systems. It also includes Western medical abbreviations and the formation of singular/plurals forms. Students will be required to do their assignments and take their exams online to successfully complete this course.

Prerequisite: Admission to the college requirements or equivalent*
   *As determined by the instructor (s), Department Chair (s), and/or Dean (s)
Co-requisites: None

CBS0108
Introduction to Ethics & 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.

Prerequisite: Admission to the college requirements or equivalent*
   *As determined by the instructor (s), Department Chair (s), and/or Dean (s)
Co-requisites: None

CDX0601
Clinical Laboratory Diagnosis
30 hours / 2 units

This course is designed to develop a basic understanding of clinical laboratory procedures and normal and abnormal values.

Prerequisites: Anatomy/Physiology I, II, & III

CDX0707
Emergency Procedures
45 hours / 3 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 will require competence in basic life support, bandaging, splinting and other emergency techniques.

Prerequisites: Anatomy-Physiology-Histology I, II, & III, Anatomy/Physiology I, II, & III, Physical Examination, Physical Examination Skills I & II, General & NMS Pathology, Systemic Pathology, Differential Diagnosis I, and Clinical Chiropractic I & II

CPM0302
General & NMS Pathology
45 hours / 3 units

The lecture course covers the basic pathology that bridges clinical practice and basic science. It involves the investigation of the underlying causes of disease and the mechanisms of our body reaction. To understand structural and functional changes in cells, tissues, and organs, and to understand the prognosis of disease are goals of this class. This course also covers the etiopathogenesis and differentiation of common neurological and musculoskeletal conditions.

Prerequisites: Anatomy/Physiology I & II
Co-requisites: Concurrent enrollment in or previous completion of Anatomy/Physiology III

CPM0406
Systemic Pathology
60 hours / 4 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 and management. Teaching methods include audio-visual presentations during lecture for relevant macroscopic and microscopic changes occurring in disease as well as clinical case discussions.

Prerequisites: General Pathology courses or equivalent*
   *As determined by instructor, department chair, and/or dean.
Co-requisites: None

CPM0408
Public Health I
15 hours / 1 unit

The students will learn about the history of public health and the fundamentals of epidemiology including definitions, uses, measurements, rates, statistics, and study methods. The students will also learn about health promotion including levels of prevention and current public health issues. The public health agencies and the methods of reporting communicable
diseases will be included. Students will be made aware of their obligations to help in the resolution of community health problems.

Prerequisites: admission to the college requirements or equivalent*
   *As determined by the instructor (s), Department Chair (s), and/or Dean (s)
Co-requisites: None

CPM0704
Public Health II
30 hours / 2 units

The course is designed to promote the acquisition of knowledge & attitudes appropriate to the field of Public & Community Health. Students will learn about the methods used to determine the health care needs of a community and how these can be addressed by the combined effort of various health care workers and public and private entities. The importance of incorporating health promotion and wellness into patient management will be emphasized.

Prerequisites: admission to the college requirements or equivalent*
   *As determined by the instructor (s), Department Chair (s), and/or Dean (s)
Co-requisites: None

CRE0201
Research Methodology
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, clinical study design, and biostatistics. The goal of this course is to develop part of the essential knowledge, skills, and attitudes necessary to practice evidence-based acupuncture/ chiropractic care.

Prerequisites: Admission to college, or equivalent*
   *As determined by instructor(s), Department Chair(s), and/or Dean(s)
Co-requisites: None
School of Professional Studies

ACADEMIC PROGRAMS

The School of Professional Studies (SPS) offers individuals 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. Courses and seminars are offered on campus as well as throughout the United States. Paraprofessional training is available through the Massage Therapy and Ayurvedic Medicine Certificate Programs. Individuals seeking admission to healthcare or related field degree programs may take courses in basic sciences through the Integrated Science Program (ISP). The ISP is an accelerated science program held in four week blocks (taught on weekends) and offers a certificate in Natural Sciences upon completion of the appropriate requirements.

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.

Continuing Education
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 of the applicable regulatory bodies including state licensing agencies and accrediting organizations.

**Admission to SPS Programs**
Doctors of Chiropractic, licensed Acupuncturists, other healthcare professionals, and individuals interested in paraprofessional certificates may enroll in SPS programs. An application for admission must be completed for enrollment in any SPS course other than those intended for license renewal.

**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 sharpen 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).

**SPS Seminars for Relicensure**
Each year, healthcare professionals must complete a minimum number of hours of continuing education in order to fulfill the requirements for license renewal. The School of Professional Studies co-sponsors seminars for Doctors of Chiropractic and Practitioners of Acupuncture and Oriental Medicine 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.

**Massage Therapy Program**
The SPS Massage Therapy Program includes a total of 750 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. Passing this exam is a requirement for becoming a Certified Massage Therapist. The Massage Therapy program adheres to the guidelines as set by California SB-731, ensuring that graduates are eligible for licensure in California.

**Acupuncture & Oriental Medicine**
The School of Professional Studies offers seminars and short-term courses to help practitioners meet their continuing education requirements.
Distance Learning
The School of Professional Studies has many 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.

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

For Information
The School of Professional Studies continually reevaluates 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: 1-562-947-8755, ext. 704.
E-mail: professionalstudies@scuhs.edu Web: www.scuhs.edu

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.
## Integrated Science Program

Classes are 4 weekends

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<th>Course Code</th>
<th>Course Title</th>
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### Course Descriptions:

**General Chemistry 1**  
(CHEM101) (60 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) (60 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 titrmetry, 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) (60 hours/4 Units*) Prerequisite General Chemistry 1 (A) & General Chemistry
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) (60 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) (60 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) (60 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) (60 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) (60 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 firsthand experience with the structures and processes discussed in lecture.

Anatomy & Physiology 2
(BIO202) (60 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) (60 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) (60 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) (60 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, 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 firsthand experience with the organisms, processes and diagnostic techniques discussed in lecture.

Combined Organic Chemistry and Biochemistry for Nurses and Health Professions
(CHEM305) (72 hours/5 units) Prerequisites High School Diploma or equivalent, and General Chemistry 1 or equivalent

The Combined Org Chem and Biochemistry for Nurses and Health Professions course focuses on the chemistry of carbon, hydrogen, nitrogen and oxygen containing compounds and examines the structures, properties, nomenclature, reactivity and, in some cases, synthesis of simple organic molecules. The structures and functions of biological macromolecules and common biochemical pathways will also be examined as well as their relationship to patient health. This weekend chemistry course is a one-semester equivalent
course that introduces the fundamental concepts of organic chemistry and biochemistry and meets requirements for pre-nursing curriculums.

*If the college or university to which the student intends to transfer Integrated Science Program (ISP) courses requires 5 instead of 4 semester units per portion of a course (either 1 or 2), we offer 1 semester unit independent study courses for each formal course which provide empirically-based studies that enhance, deepen, and further integrate knowledge of the subject by developing different problem-solving skills and conceptual organization than those fostered in formal classroom and laboratory learning. Applicants for admission must provide: an official high school transcript or GED official transcript and a copy of their social security card and driver’s license or passport.

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 content areas, 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**

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.

1. 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.

2. 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

ACADEMIC PROGRAMS

Ayurveda, the Indian System of Medicine, is one of the oldest systems of medicine that is continuously practiced for thousands of years. Literally, the term Ayurveda means "the science of life." According to the National Center for Complementary and Alternative Medicine (NCCAM), Ayurveda is a complete system of theory and practice that have evolved over time. It is a compassionate, gentle, total health system. Ayurveda can affect the body profoundly, increasing the body’s natural strength and healing powers. Anyone can learn Ayurveda’s practical self-healing knowledge, which is designed to promote happiness, health, creativity and longevity.

With the growing popularity towards natural forms of treatments in the United States, people are increasingly using Ayurvedic Medicine to manage stress related disorders and many chronic ailments. Ayurveda adopts herbs, diet and lifestyle advices, rejuvenation therapies and yoga to treat various ailments. A unique practice known as panchakarma (Detoxing) is employed to cleanse the body from toxins and imbalance of bodily energies. The goal of all treatment methods is to help reestablish harmony and balance in the body, mind and spirit.

Since Ayurvedic Medicine is not licensed in the United States, an Ayurvedic practitioner cannot diagnose or treat any specific condition. Therefore, it is advised to let your health care providers know your interest in seeking Ayurvedic care, and give them a full picture of what you do to manage your health. At University Health Center, Whittier, our practitioners have experience in treating a wide variety of chronic ailments over the years, including treatment in rheumatoid arthritis, osteoarthritis, low back pain, headache, allergic respiratory disorders, digestive disorders, psoriasis, and HIV.

Ayurvedic medicine places an importance on preventive health care. It focuses on restoring and maintaining harmony by providing balance in body and mind. Ayurvedic preventive care includes lifestyle modification with emphasis on diet, yoga, detoxification therapies, herbs and meditation.

University Health Center is based on the traditional university teaching model. Ayurvedic Medicine practitioners at University Health Center meet the stringent educational and clinical practice requirements.

Health center regularly conducts an ongoing quality assurance program that helps ensure the highest standards of care. All the patient care is personally provided by a practitioner.

About the Program
Total 900 hrs in class room teaching that includes 105 hours of supervised clinical internship at the University Health Center
Course content includes:
- Anatomy
- Physiology
- Basic Principles of Ayurveda
- Ayurvedic terminology
- Ayurvedic History and Philosophy
• Ayurvedic Psychology, yoga and Lifestyle
• Ayurvedic Herbology
• Ayurvedic Dietics and Nutrition in Health and Disease
• Ayurvedic pathology and Diagnosis
• Marma and Panchakarma
• Disease management
• Rasayana
• Internship

Admission Requirements
Prospective students must possess a high school diploma or GED, attain the age of 18 years prior to the start of class and meet other admission standards. SCU also accepts students with Bachelor degrees in any field or Certified/Licensed Practitioners in a health-related field including Chiropractic, Acupuncture and Oriental medicine, Massage Therapy, Naturopathy, Nursing, and Allopathic Medicine, etc.

Advanced Standing
If you are a current SCU DC or AOM student, certified ayurvedic therapist, occupational or physical therapy assistant you may request a transcript evaluation to determine if you are eligible for advanced standing. You may be required to take a challenge examination prior to awarding of advance standing for an additional fee.

Class Schedule
SCU offers a 900-hour program which can be completed in 12 months, three 15-week trimesters. Classes are offered Tuesday, Wednesday and Thursday from 5pm-9pm and Sunday classes meet from 9am-6pm. Clinical hours will be offered on Saturdays.

Why SCU
We offer 900 hrs of in classroom ayurvedic studies.
• Faculty members are ayurvedic doctors with years of research, clinical and teaching experience.
• Our curriculum is based on the ayurvedic curriculum in India.
• Access to an extensive library containing over 9000 health division books and 77 print journals
• Research databases with access to full-text articles
• Students have access to acupuncture, oriental medicine, chiropractic; massage therapy and ayurveda treatments at our University Health Center.
• SCU is a WASC accredited university.
• Curriculum includes 100hrs of hands-on supervised internship training at the university health center.
• Financial Aid and payment plans are available.
• Students can participate in dozens of on campus clubs including healing hands for humanity and medicinal herb club.
• Beautiful herb garden for meditation
• Students will be able to experience integrative medicine right on our beautiful 38 acre campus.
• Convenient weekend and evening classes.
Benefits about the Certified Ayurvedic Practitioner program
For any health care professionals (M. D, Acupuncturists, Chiropractors, Naturopaths, Physical Therapists, Massage Therapists, Nurses, Yoga Instructors), ayurveda will allow you to offer additional services and expand your practice. This program will also benefit those who wish to make a career change or improve their quality of life.

Course Descriptions

Basic Principles of Ayurveda (75 hours)
The course is designed to impart detailed knowledge of Ayurvedic fundamental principles and theories. Students will have in depth understanding of the TRIDOSHA, their locations, subdivisions and prime functions including Psycho-somatotypes. Students will also gain firm knowledge of DHATUS (tissues) and MALAS (wastes) along with their normal functions and concept of OJUS (Vital fluid), Agni and Srotas. Basic explanation of the working principles of operation – SHAREERA (Body), INDRIYA (Sense organs), SATVA (Mind) and ATMA (Soul) will be presented. This course also explains theories of evolution from various prospects such as VEDA, SANKHYA, YOGA and other schools of philosophy. Students will learn to distinguish, compare and contrast ATMA (Soul), BUDDI (Intelligence), and AHANKAR (Ego).

Basic Ayurveda Terminology (30 hours)
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.

Ayurvedic Psychology, Yoga and Lifestyle (60 hours)
This course also provides the knowledge of yoga which includes breathing practices, sun salutations, rhythmic and dynamic exercises and relaxation techniques from a theoretical and experiential perspective. A brief introduction about the Chakras and Meditation will also be provided. This course will discuss the basic concepts of Ayurvedic psychology which comprises of concept of Mind, sense organs and consciousness, mental constitution, process of perception, emotions and their effects on the body, classification of mental disorders and their therapy. Additionally, this course will offer an adequate knowledge to determine the ayurvedic constitutional types and suggest proper daily/seasonal diet and lifestyle based on individual's body type and seasons.

Ayurvedic History and Philosophy (30 hours)
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.
Ayurvedic Herbology (90 hours)
Ayurvedic Herbal Medicine discusses all the fundamental principles essential for understanding various substances used in Ayurvedic therapeutics. Characteristics such as Tastes, Qualities, Potencies, Post-digestive actions, Special attributes along with their actions and indications are the contents of the subject. Various classifications of medicinal substances, dosage forms, methods, vehicles and time of administration are also explained in detail. This subject also comprises detailed explanation of 70 commonly used individual herbs and spices. Properties of medicinal substances based on tastes, qualities, potencies, post-digestive actions and special actions are detailed. Individual herb actions on various systems of the body and imbalances in which indicated is elucidated.

Ayurvedic Dietetics and Nutrition in Health and Disease (45 hours)
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 (prakruti) and dosha imbalances and seasonal variations. Students will also learn varieties of Ayurvedic recipes with interactive classroom cooking demonstration.

Ayurvedic Pathology and Diagnosis (90 hours)
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. Students will be learning Ayurvedic pathology and diagnosis of Neuro muscular system, Circulatory system, Respiratory system, Urinary system, Digestive system, Skin diseases, Reproductive system and Psychological disorders.

Rasayana (45 hours)
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, strength, general health and complexion will be highlighted.

Marma and Panchakarma (90 hours)
Panchakarma is a unique detoxification and rejuvenation therapy in Ayurveda. Students will get a hand on experience and training under experienced Ayurvedic Physician. Students will learn theoretical and experiential aspects of different treatment procedures such as Abhyanga (Ayurvedic body work), Kati basti (Back Treatment), Janu basti (Knee treatment), Netra basti (Eye treatment), Hrudbasti (treatment for cardiac conditions), Shirodhara (rhythmic oil dripping on head), Shashtika shali pinda sweda (herbs and Rice treatment), Patra pinda sweda (Leaf treatment), Nadi sweda (herbal steam bath), Nasya (Nasal oil drop) and basti (introducing herbal preparations into a colon). Students will also learn to prepare different herbal oils that are commonly used in the treatment. Marmas are
vital points in the body, the knowledge of which is beneficial to diagnose and treat many neuro-muscular conditions. In this course student will also learn to locate, classify the Marma points and its therapeutic and applied aspect. It is a special program geared to train students to improve their professional healing skills as well as personal health.

**Ayurvedic Disease Management I (60 hours)**
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 Neuro muscular, Circulatory, Respiratory and Urinary system conditions are explained in detail.

**Ayurvedic Disease Management II (60 hours)**
This course is designed to teach the students the ability to develop record, implement and adapt a patient management plan from an Ayurvedic perspective for specific diseases based on the needs of the patient. Case taking, differential diagnosis, diet, herbs, for of Digestive system disorders, Skin diseases, Reproductive system disorders and Psychological disorders are explained in detail.

**Anatomy / Physiology I (60 hours)**
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 oflymphatic, immune, cardiovascular, respiratory, digestive, urinary, reproductive, nervous, and endocrine systems.

**Anatomy / Physiology II (60 hours)**
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.

**Internship (105 hours)**
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.

**Attendance and Grades**
Students are required to attend all hours of the program. In the case of an excused absence, students should contact Carla Skorin 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.

**Class Supplies**
Students will be responsible to purchase the Text books necessary for the class. (Not included in course tuition)
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.

Financial Aid
Loans for Career Training are available. Please ask for the application form.

Tuition and Fees
Application Fee: $50 Non-refundable

<table>
<thead>
<tr>
<th></th>
<th>Full program</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>$7,895</strong></td>
<td>Technology and Malpractice fees are charged in addition to tuition</td>
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</table>

Payment options:
- Pay entire amount by first day of class and receive a 10% discount
- Financial Aid/personal loans available to qualified students
- No-Interest Monthly payment plans available with enrolled credit card

Refunds/Pro-rated Tuition
In the event a student must withdraw from the program, a partial refund may be available according to the following scale: (the following refer to calendar days from start of program)

- Up to 7 days 100% of tuition paid
- Up to 15 days 75% of tuition paid
- Up to 30 days 50% of tuition paid
- Up to 45 days 25% of tuition paid

No refunds for current term 45 days after start of the current term enrolled.

Students paying full program tuition who withdraw from the program commencing after completed term but before next enrolled term will be eligible for a refund of tuition commensurate with tuition paid less the individual term cost less any student fees paid.

Tuition may be pro-rated for those students receiving advanced standing. Check with our office for rates.
# Massage Therapy

## ACADEMIC PROGRAMS

## Massage Therapy Trimester Schedule of Classes

<table>
<thead>
<tr>
<th>Course Number</th>
<th>Course Title</th>
<th>Lec Hrs</th>
<th>Lab Hrs</th>
<th>Total Hrs</th>
<th>Units</th>
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<tbody>
<tr>
<td><strong>Trimester I</strong></td>
<td></td>
<td></td>
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<tr>
<td>MTAP101</td>
<td>Anatomy, Physiology I</td>
<td>60</td>
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<td>MTPA101</td>
<td>Palpation</td>
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<td>MTPP101</td>
<td>Massage Therapy Principles &amp; Practice 1</td>
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<td>MTWN101</td>
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<td>20 hours/week</td>
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<td><strong>Trimester II</strong></td>
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<tr>
<td>MTAP202</td>
<td>Anatomy, Physiology II</td>
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<td>MTPP202</td>
<td>Massage Therapy Principles &amp; Practice II</td>
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<td>MTPM202</td>
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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 is an introductory course providing the student with a solid foundation of fundamental Swedish massage techniques and methods, along with proper biomechanics, posture, injury prevention, contraindications, table management and proper draping technique. The course will also address soft tissue physiology and response to massage.

Massage Therapy: Principles and Practice 2
(MTPP-202) (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 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 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 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.
School of Professional Studies Faculty
All individuals appointed as School of Professional Studies Faculty have the appropriate
degrees, experience and qualifications commensurate with the requirements of any
specific program.

Samir Ayad
SPS instructor
MD, Alexandria University, Egypt, 1983

Masoud Azizi
SPS instructor
BS, University California at Los Angeles, 2010

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

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

David Farina
SPS instructor
BA, Carleton College, 2005
Elano Galvez
SPS instructor
BS, Far Eastern University (Manila, Philippines), 1977

Anton Hawatmeh
SPS instructor
MD, Aristotle’s University of Thessaloniki, 1978

Joseph M. Horrigan
SPS lecturer
DC, Los Angeles College of Chiropractic, 1988
Certified Chiropractic Sports Physician, 1993
Diplomate, American Chiropractic Board of Sports Physicians, 1994

Patrick Huang
SPS instructor
MS, University of Utah, 1987
PhD, University of Utah, 1992

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

Omar Khalid
SPS instructor
BS, Cal State University at Fullerton, 2003
PhD, University of Southern California, 2009

Javed Khan
SPS instructor
MS, University of California Riverside, 1992

Anupama Kizhakkeveettil
SPS lead instructor, Ayurvedic
BAMS, SDM College of Ayurveda, 1999
MAOM, College of Acupuncture and Oriental Medicine, 2006

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

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

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

Saharut "Sunny" Nilchavee
SPS lead instructor, Massage Therapy
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
Patricia Rogers  
SPS lecturer  
BS, Bert H. Lehman College, 1977  
DC, Los Angeles College of Chiropractic, 1983

Michael Sackett  
SPS lecturer  
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

Donna Sir  
SPS instructor  
BS, University of California at Irvine, 2003  
PhD, University of Southern California, 2008

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

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

Jason Weidenmann  
SPS instructor  
MS, University of Missouri, 1999

Jeré Wilson  
SPS instructor  
BS, California State Polytechnic University, Pomona, 2006  
MS, California State University, Los Angeles, 2009
Board of Regents 2011

Robert Blaine, DPM, FACFAS, QME
Jeff Bowne, DC
Christine Chang, DAOM
Steve Chiang
Mark Dederichs, DC, LAc
Harry E. Douglas, Ill, PhD
Martin Gallegos, DC
Sonja E. Gibson, MBA
Sandra Hanna, DC, LAc
Ronald S. Hodges, JD
Ron Lau, EdD, MBA
Roberto Morales, DC, QME, AME, IDE, IME, FAFICC
Lawrence Tain, DC
Frank Talarico, Jr. MA
William Valusek, DC, FACO

Officers of the University

President
John Scaringe, DC, EdD
BS, Slippery Rock University; 1980
DC, New York Chiropractic College, 1987
DACBSP, American Chiropractic Board of Sports Physicians; 1994
MS, California State University Fullerton, 2000
EdD, California State University Long Beach, 2010

Vice President for Academic Affairs
J. Todd Knudsen,
BS, Los Angeles College of Chiropractic, 1986
DC, Los Angeles College of Chiropractic, 1990
DACBR, American Chiropractic Board of Radiology, 1993

Vice President of Administration and Finance
Thomas K. Arendt,
BS, Chapman University, 1990

Associate Vice President Enrollment Management & Student Affairs
Debra Mitchell

Executive Director of School of Professional Studies
Kristina M. R. Belanger, JD
Faculty of the University

**Basic Sciences** Faculty of the University
Note: Year following name designates appointment date.
(PT) denotes part-time faculty

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

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

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

Sarah Dirks, 2011 (PT)
Instructor
Bachelors of Science Human Biology, Biola University, 2008,
DC, Southern California University of Health Sciences, 2010

Emile Goubran, 1979
Emeritus Professor
MD, Alexandria University, 1965
MS, Alexandria University, 1970
PhD (Anatomy), Alexandria University, 1973

Jerrod Hill, 2012 (PT)
Instructor
Bachelors of Science- California State University, Fresno, 2008
DC, Southern California University of Health Sciences, 2012

Trung-Hung Bui, 2003 (PT)
Instructor
Bachelors of Biology- University of California Irvine, 1999
DC, Southern California University of Health Sciences, 2003

Patricia A. Rogers, 1992
Assistant Professor
BS, Herbert H. Lehman College, State University New York, 1977
DC, Southern California University of Health Sciences, 1983
Garrett Thompson, 2007  
Associate Professor  
BA, Reed College, Portland, OR, 1994  
PhD (Biochemistry), Loma Linda University, 2000  
DC, Southern California University of Health Sciences, 2010  

Gene S. Tobias, 1982  
Emeritus Professor  
BA, University of California, Berkeley, 1969  
MA, State University of New York, Buffalo, 1971  
PhD (Physiology), State University of New York, Buffalo, 1974  
DC, Southern California University of Health Sciences, 1998  

Trish Van Oosbre, 2011 (PT)  
Part Time Lead Professor  
BS, Northwest Missouri State University, 1977  
MS, Northwest Missouri State University, 1979  
MS, Physical Education, 1984  
PhD, Texas Woman’s University, 1993  

Andrew Vaosko  
Assistant Professor  
BS, University of Michigan-Ann Arbor, 2004  
PhD, University of California-Los Angeles, 2012  

The College of Acupuncture & Oriental Medicine Faculty of the University  
Note: Year following name designates appointment date.  

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

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

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

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

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

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

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

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

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

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

Henry Hwang, 2005
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
MD, Chung-Shan Medical & Dental College, Taiwan, 1968
OMD, Samra University of Los Angeles, 1983

Melissa Nagare Kimura, 2007
Assistant Professor
BA, Dartmouth College, 1999
MAOM, Southern California University of Health Sciences, 2007
DC, Southern California University of Health Sciences, 2007

Anupama Kizhakkeveettil, 2007
Assistant Professor
BAMS, Mangalore University, 1998
MAOM, Southern California University of Health Sciences, 2006
Jennifer Kroger, 2009  
Instructor  
BS, Black Hills State University, 2003  
DC, Southern California University of Health Sciences, 2006  
MAOM, Southern California University of Health Sciences, 2008  

Jonathan Law, 2002  
Instructor  
BS, Cal-Poly Pomona, 1988  
MSAOM, South Baylo University, 1992  

Felix Lee, 2012  
Assistant Professor  
DC, Los Angeles College of Chiropractic, 2000  

Leon 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  
Professor  
MD, Taipei Medical College, Taiwan, 1990  
MSAOM, South Baylo University, 2002  
MPH, California State University-Fullerton, 2011  

Pao-Chiang Lu, 2012  
Assistant Professor  
MD, National Defense Medical Center-Taiwan, 1980  
MD, Chinese Medical University-Taiwan, 1997  
MSAOM, South Baylo University, 2002  

Sue Mir, 2008  
Assistant Professor  
MAOM, South Baylo University, 1999  
DOM, South Baylo University, 2006  

Jason Reynolds, 2009  
Assistant Professor  
BS, University of Redlands, 2005  
DC, Southern California University of Health Sciences, 2008
John Sellers, 2009
Instructor
BS, California State University-Long Beach, 1996
DC, Los Angeles College of Chiropractic, 1996
MAOM, Southern California University of Health Sciences, 2009

AnShen Shi, 2001
Associate Professor
BS, Beijing College of Chinese Medicine, 1982
MS, China Academy of Traditional Chinese Medicine, 1987

Xu (Winston) Shi, 2001
Assistant Professor
BS, Beijing College of Chinese Medicine, 1991
MS, DaLain University of Foreign Languages, 1993
MSAOM, South Baylo University, 2000
DOM, South Baylo University, 2006

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

Mira P. Shin, 2003
Instructor
BS, Chunbuk National University, 1999
MSAOM, South Baylo University, 2002

Sivarama Prasad Vinjamury, 2003
Professor
BA/MS, Osmania University, 1989
MD, University of Kerala, 1993
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
Diplomat, National California Commission for Acupuncture & Oriental Medicine, 1996

Peter Wang, 2010
Instructor
DC, Southern California University of Health Sciences, 2009
MAOM, Southern California University of Health Sciences, 2009
Paul Wanlass, 2003
Assistant Professor
DC, Los Angeles College of Chiropractic, 1999
C.S.C.S., National Strength & Conditioning Association, 1999

Harvey J. Wong, 2010
Instructor
BS, University of California-Riverside, 2003
DC, Southern California University of Health Sciences, 2010
MAOM, Southern California University of Health Sciences, 2010

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

Jenny Yu, 2001
Associate Professor
BA, University of Southern California, 1993
MSAOM, South Baylo University, 1996

*The Los Angeles College of Chiropractic* Faculty of the University
Note: Year following name designates appointment date.
(*) designates Postgraduate faculty status
(**) denotes CAOM faculty
(PT) denotes part-time faculty

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

Kari Andrew, 2012
Sports Medicine Resident
DC, New York College of Chiropractic, 2011
MASCN, New York College of Chiropractic, 2011

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

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

Marc Andre' Bock, 1996 (PT)
Associate Professor
BA, St. John's College, 1968
Thomas R. Bodette, 2008
Chair/Assistant Professor
BS, University of Notre Dame, 1999
DC, Palmer College of Chiropractic West, 2004
Certificate, American Chiropractic Board of Sports Physicians, 2006

Vera Brown, 2010 (PT)
Instructor
BS, Morehead State University, 1994
Doctor of Dental Medicine, University of Louisville School of Dentistry, 1998

Trung-Hung Bui, 2003 (PT)
Instructor
BS, University of California, Irvine, 1999
DC, Southern California University of Health Sciences, 2003

Gary L. Bustin, 1987 (PT)
Associate Professor
BS, California State University, Los Angeles, 1975
DC, Los Angeles College of Chiropractic, 1981
Diplomate, American Chiropractic Board of Radiology, 1987

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

Richard S. Cheung, 2011
Assistant Clinical Professor / Sports Medicine Residency Director
BS, San Diego State University, 1992
ATC, University of California San Diego, 1993
DC, Southern California University of Health Sciences, 1998
CCSP, Los Angeles College of Chiropractic, 2000
CKTI, Kinesio Taping Association, 2011

Angela Davidson, 2001 (PT)
Assistant Professor
DC, Southern California University of Health Sciences, 2001

Sarah Dirks, 2011 (PT)
Instructor
BS, Human Biology, Biola University, 2008
DC, Southern California University of Health Sciences, 2010
Beth Dominicis, 2005
Assistant Professor
BA, University of California, San Diego, 1982
BA, CSU, Long Beach, 1985
DC, Southern California University of Health Sciences, 1994

Matthew Eurich, 2001*
Director of Radiology Residency/ Assistant Professor/ Director of DI consultants
BS, Logan College of Chiropractic 1994
DC, Logan College of Chiropractic 1996
Diplomate of the American Chiropractic Board of Radiology 2004

Charles Fernandez, 1984
Emeritus Professor
BS, DC, Logan College of Chiropractic, 1973
Diplomate, American Board of Chiropractic Orthopedists, 1989
MS, Royal Melbourne Institute of Technology, 2002

Kevin Glenn, 2008 (PT)Assistant Professor
BS, Southern California University of Health Sciences, 1980
DC, Southern California University of Health Sciences, 1983

Ryan A. Garcia, 2012
Sports Medicine Resident
BS, Waldorf College, 2008
DC, Southern California University of Health Sciences, 2012

Jannet K. Gonzalez, 2010
Sports Medicine Resident
BS, Cal State Fullerton, 2006
DC, Southern California University of Health Sciences, 2010
Certified Chiropractic Sports Practitioner, 2011

Emile Goubran, 1979
Emeritus Professor
MD, Alexandria University, 1965
MS, Alexandria University, 1970
PhD (Anatomy), Alexandria University, 1973

Justin Grasmeyer, 2010 (PT)
Instructor
BS, Calvin College, 2006
DC, Southern California University of Health Sciences, 2009
Gina Hamilton, 2011 (PT)
Instructor
BS, Biological Sciences, 2006
DC, Southern California University of Health Sciences, 2010

Jerrod Hill, 2012 (PT)
Instructor
BS, California State University, Fresno, 2008
DC, Southern California University of Health Sciences, 2012

Paul Hooper, 1986 *
Professor Emeritus
BS, Pittsburgh State University, Kansas, 1971
DC, Cleveland College of Chiropractic, 1975
MPH, Tulane University, New Orleans, 2002
MS, University of Surrey, 2004

Joseph Horrigan, 2005 * (PT)
Associate Professor
DC, Southern California University of Health Sciences, 1988
Diplomate, American Chiropractic Board of Sports Physicians, 1994
Steven Jaffe, 1998
Assistent Professor
DC, Cleveland College of Chiropractic, Los Angeles, 1984

Glenn Johnson, 2011
Associate Professor
BS, Cleveland Chiropractic College, Los Angeles, 1983
DC, Cleveland Chiropractic College, Los Angeles, 1985

Gena E. Kadar, 2010
Assistant Professor
BS, McGill University, 1998
DC, Southern California University of Health Sciences, 2001
Certificate, Nutrition Specialist, American College of Nutrition, 2001

Kris Kimura, 2010
Director, SCU Human Performance
BA, Whittier College 1997
MA, Whittier College 1999
Certified Strength and Conditioning Specialist

Anupama KizhakkeVeettil, 2007
BAMS, Mangalore University, 1998
MAOM, College of Acupuncture and Oriental Medicine, 2006
J. Todd Knudsen, 2003 *
Associate Professor / VP for Academic Affairs
BS, Southern California University of Health Sciences, 1988
DC, Southern California University of Health Sciences, 1990
Diplomate, American Chiropractic Board of Radiology, 1993

Mark Losack, 2009
Assistant Professor
BS, Lamar University, 1980
DC, Southern California University of Health Sciences, 1996

Felix Lee, 2011
Assistant Professor
DC, Southern California University of Health Sciences, 2000

Christine Lemke, 1998
Associate Professor
DC, Southern California University of Health Sciences, 1997

Howard Maize, 2010
Assistant Professor
AA, Los Angeles Valley College, 1978
BS, West Coast University, 1991
DC, Cleveland Chiropractic College, 1994

Jesika Menasaka, 2008 (PT)
Assistant Professor
BA, California State University of Northridge, 2002
MSHPE, Western University of Health Sciences, 2004
DC, Southern California University of Health Sciences, 2008

Melany A. Meier, 2001
Associate Professor
DC, Southern California University of Health Sciences, 1981

John Miller, 2005
Director of External Clinical Programs
AA, El Camino College 1975
BS & DC, Southern California University of Health Sciences, 1980

Melissa Nagare Kimura, 2007
Assistant Professor
Interim Director, University Health Center
Interim Chief Clinical Officer
BA, Dartmouth College, 1999
DC, Southern California University of Health Sciences, 2007
MAOM, College of Acupuncture and Oriental Medicine, 2007
CCSP, American Board of Chiropractic Sports Physicians, 2009
Rochelle Neally, 2010
Clinical Assistant Professor
DC, Life Chiropractic College West, 2000

Antoinette Nguyen, 2005
Clinical Assistant Professor
DC, Southern California University of Health Sciences, 1998
BS, California State Polytechnic University, 1994

Andrew Park, 2011
Clinical Assistant Professor
BS, University of California Irvine, 1994
DC, Southern California University of Health Sciences, 1998

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

Chun Fu Peng, 1992 (PT)
Associate Professor
BS, National Taiwan University, 1965
MS, National Taiwan University, 1968
PhD, University of Arkansas, 1975

Jason Reynolds, 2009
Instructor
BS, University of Redlands, 2005
DC, Southern California University of Health Sciences, 2008

Hector Rivera-Melo, 2010
Diagnostic Imaging Resident
DC, Southern California University of Health Sciences, 2009

Patricia A. Rogers, 1992 *
Assistant Professor
BS, Herbert H. Lehman College, State University New York, 1977
DC, Southern California University of Health Sciences, 1983

Kevin Rose, 1987
Professor, Clinical Education Coordinator
DC, Los Angeles College of Chiropractic, 1984
BS, California State University, Long Beach, 1998
MPH, California State University, Long Beach, 2002
Robb Russell, 2012
Assistant Professor
BA, San Diego State University, 1978
DC, Southern California University of Health Sciences, 1982

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

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

Timothy Stein, 2010 (PT)
Instructor
BS, California Baptist University, 2000
DC, Southern California University of Health Sciences, 2004

Jeremy Summers, 2010 (PT)
Instructor
BA, Park University, 2004
DC, Southern California University of Health Sciences, 2009
MAOM, Southern California University of Health Sciences, 2011

Matthew Skalski, 2012
DI Resident
BS, University of Wisconsin, 2008
DC, Northwestern Health Sciences, 2011

Cliff Tao, 2003 (PT)
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
Associate Professor
BA, Reed College, Portland, OR, 1994
PhD (Biochemistry), Loma Linda University, 2000
DC, Southern California University of Health Sciences, 2010
Gene S. Tobias, 1982
Emeritus Professor
BA, University of California, Berkeley, 1969
MA, State University of New York, Buffalo, 1971
PhD (Physiology), State University of New York, Buffalo, 1974
DC, Southern California University of Health Sciences, 1998

Trish Van Oosbre, 2011 (PT)
Part Time Lead Professor
BS, Northwest Missouri State University, 1977
MS, Northwest Missouri State University, 1979
MS, Physical Education, 1984
PhD, Texas Woman’s University, 1993

Andrew Vaosko
Assistant Professor
BS, University of Michigan-Ann Arbor, 2004
PhD, University of California, Los Angeles, 2012

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

Paul Wanlass, 2003
Assistant Professor
DC, Southern California University of Health Sciences, 1999
C.S.C.S., National Strength & Conditioning Association, 1999

Harvey Wong, 2010
Instructor
BS, University of CA Riverside, 2003
DC, Southern California University of Health Sciences, 2010
MAOM, Southern CA University of Health Sciences, 2010

Curtis, Yomtob, 2011
Associate Professor
BS, Southern California University of Health Sciences, 1991
DC, Southern California University of Health Sciences 1993
Diplomate, American Chiropractic Board of Radiology, 1997

**Research Faculty & Office of Supported Institutional Research** Faculty of University
Note: Year following name designates appointment date.

Anupama Kizhakkeveettil, 2008
Assistant Professor
Christos Korgan, 2012
Instructor
BA, California State University, Northridge, 2010
MA, California State University, Northridge, 2011
Ph.D. (c), University of California, Los Angeles, to be conferred 2016

Reed Phillips, 2012
Instructor
BS, University of Utah, 1970
DC, National College of Chiropractic, 1973
MS, University of Utah, 1979
PhD, University of Utah, 1984

Sivarama Prasad Vinjamury, 2003
Professor
BA/MS, Osmania University, 1989
MD, University of Kerala, 1993
MAOM, Southern California University of Health Sciences, 2003
## Academic Calendar

### Spring 2012

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<tr>
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<td>Tuesday</td>
<td>Tuition Due (All Students)</td>
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<td>Tuesday</td>
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<tr>
<td>1/6/2012</td>
<td>Friday</td>
<td>Tuition Late Fees Begins</td>
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<tr>
<td>1/9/12-1/13/12</td>
<td>Monday-Friday</td>
<td>Student Integration Week</td>
</tr>
<tr>
<td>1/16/2012</td>
<td>Monday</td>
<td>Martin Luther King Day*</td>
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<tr>
<td>2/20/2012</td>
<td>Monday</td>
<td>President's Day*</td>
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<td>Thursday</td>
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<tr>
<td>3/16/12-3/18/12</td>
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<td>3/19/12-3/30/12</td>
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<td>4/14/2012</td>
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<td>4/23/12-4/27/12</td>
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### Summer 2012

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### Fall 2012

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### Spring 2013

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### Summer 2013

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<td>8/26/13-8/30/2013</td>
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### Fall 2013

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<td>9/6/13-9/8/2013</td>
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<td>11/11/2013</td>
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<td>11/18/13-11/22/2013</td>
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<td>Pre-Registration for Spring 2013</td>
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<td>11/28/13-11/29/2013</td>
<td>Thursday &amp; Friday</td>
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<td>12/9/13-12/13/2013</td>
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<td>12/14/2013</td>
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<td>12/16/13-1/3/2013</td>
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<td>12/31/13 &amp; 1/1/2014</td>
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### Spring 2014

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<td>2/17/2014</td>
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<td>3/3/2014</td>
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<td>4/18/2014</td>
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<tr>
<td>4/21-5/2/2014</td>
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<td>Graduation**</td>
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<tr>
<td>4/28-5/2/2014</td>
<td>Monday-Friday</td>
<td>Spring Break (2 weeks)</td>
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### Summer 2014

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<td>Friday</td>
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7/28-8/08/2014  Monday-Friday  Pre-registration for Fall 2014 (2 weeks)
8/18-8/22/2014  Monday-Friday  Final Examinations
8/22/2014  Friday  Trimester Ends
8/25-9/5/2014  Monday-Friday  Summer Break (2 weeks)
9/1-9/5/2014  Monday-Friday  Official Registration

Fall 2014

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<td>Veteran's Day*</td>
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<td>11/27-11/28/2014</td>
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<td>Friday</td>
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<td>12/22-1/2/2015</td>
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<td>12/31-1/1/2015</td>
<td>Wednesday &amp; Thursday</td>
<td>New Year's Eve and Day*</td>
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Vision
Southern California University of Health Sciences will be recognized as the premier evidence-based integrative healthcare university.

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

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

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

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

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

**Evidence-based/Outcomes-focused:** We value a culture of inquiry, assessment, research, and scholarship.

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