



A SCIENTIFICALLY
ADVANCED
UNIVERSITY FOR
CHIROPRACTIC
AND ACUPUNCTURE/
ORIENTAL MEDICINE

2006-2008

ACADEMIC CATALOG

Southern California University of Health Sciences

SCU

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President's Message

Welcome to Southern California University of Health Sciences, recognized as one of America's premier educational institutions for complementary and alternative medicine. Our 38-acre campus, a short drive to the Pacific Coast in Southern California, is a great center of learning and discovery. Our main campus located in Whittier, California is home to the Los Angeles College of Chiropractic, one of the most recognized names in chiropractic education graduating Doctors of Chiropractic since 1911. Our university mission, "to educate students as competent, caring and successful healthcare practitioners of integrative medicine," has created the opportunity to offer to our growing student population new and exciting programs including the College of Acupuncture and Oriental Medicine established in 2001, and our newest addition The School of Professional Studies, launched to meet the growing demands of a wide range of needs of health professionals.

Southern California University of Health Sciences provides an academic environment where excellence is the rule, providing consistent quality in our Doctor of Chiropractic, Master's in Acupuncture and Oriental Medicine, and Professional Studies programs that are rich both in content and context.

Our University maximizes and leverages on our distinguished and award winning international faculty to provide a rich setting for student-oriented learning with a powerful perspective on evidence-based complementary and alternative medicine education. I invite you to learn more about the Southern California University of Health Sciences by exploring our website or visiting our main campus or university health centers in the Southern California area. I am confident you will find SCU has developed unique academic programs and capabilities that can't be reproduced by other institutions—including in-depth knowledge and hands-on experiences about integrative medicine, CAM, DC/AOM, healthy lifestyles & wellness cultures and learning; about a culture of inquiry and a sense of spirituality; and about an educational focus on providing for the development of the "successful professional."

Ronald D. Kraft, PhD



The History of Southern California University of Health Sciences

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

(A detailed account of the first 90 years of LACC and its personalities can be found in the publication “*A History of Los Angeles College of Chiropractic*”, available from the Southern California University of Health Sciences’ Department of Alumni and Development.)



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Mission, Vision, Goals and Philosophy

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

The SCU Mission

- To educate and train students to confidently assume a role of the first contact, primary care provider.
- To create and support a research culture focusing on alternative health care.
- To promote life-long professional development.
- To foster global acceptance of alternative health care.
- To provide service to the patients, community and professions of which we are a part.

The SCU Vision

Excellence in patient care and the active promotion of health and wellness.

SCU Goals

1. Provide the highest quality education programs.
2. Make substantial contributions to the body of health care knowledge.
3. Provide a stable educational and working environment.

In addition, the president of SCU has established four goals to support the University's direction including: ensuring SCU to be the best educational institution of its kind, producing excited and motivated students, providing a workplace for happy and eager employees and reducing tuition dependency.

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

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

Encourage and produce exemplary research and scholarly activity

Vision

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

The Los Angeles College of Chiropractic is committed to:

Academic Excellence: We are committed to fostering an environment in which academic excellence in teaching, scholarship, and service is valued and encouraged.

Accountability: We are truthful, fair and accountable to our university, our faculty, and our students at all times.

Collegiality: We respect and encourage diverse perspectives through open communication and collegial governance. We build relationships with our students, our communities, and our colleagues in an atmosphere of mutual respect, open communication, and trust.

Evidence: We value a culture built upon evidence and outcomes, ever searching for ways to improve and provide the best possible education to our students and health care to our patients. We use evidence to make informed decisions using a process of continuous quality improvement.

Excellence: We strive to be the best in everything we do. We encourage and develop excellence among our faculty, staff and students.

Innovation / Creativity: LACC moves forward in its academic program and healthcare services by encouraging and rewarding creativity among faculty, staff, and stu-

dents. We encourage and support new ideas with measurable outcomes.

Integrity: Integrity and ethical behavior by all individuals associated with LACC are essential in order for students, faculty, staff and the public to have trust in the college. We require that we do what we say and that our actions will be consistent with our words and will address the needs of others.

Learning: Learning takes place at all levels of the LACC (administration, faculty, staff and students). The learning culture of LACC is characterized by the continual development of excellence in the learning environment and delivery of the highest quality information and skills available. We recognize multiple ways of learning, and provide the best learning methods for the needs of the learner.

Openness: We value communicating in a clear, open, and consistent manner. We strive to understand the needs of others and share information to promote relationships of trust and mutual respect.

Patient Advocacy: We are committed to providing the most appropriate care for each patient while respecting individual needs and values. Faculty serve as role models and mentors for students and residents to ensure that all patients receive the highest quality chiropractic health care.

The CAOM Mission

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

CAOM Goals

- To educate and train AOM students to assume the role of a primary care provider.
- To conduct and support the research of acupuncture

and oriental medicine.

- To provide the highest quality of acupuncture and oriental medicine patient care.
- To provide life-long professional development in acupuncture and oriental medicine.
- To enhance mutual understanding and communication among other health care providers.
- To assist acupuncture and oriental medicine professionals to achieve their appropriate place within the health care system.

Philosophy

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

- Establish knowledge, values and attitudes necessary to be successful practitioners;
- Develop the clinical, interpersonal and psychomotor skills essential to practice;
- Enhance problem solving and critical thinking skills as they apply to the analysis of information leading to a diagnosis;
- Instill a commitment to conscientious care with a sense of compassion and sympathetic understanding;
- Encourage cooperation with other health care disciplines in order to provide continuity and comprehensive patient care;
- Develop a commitment to, and capacity for, life-long learning;
- Impart responsibility and sensitivity to the socio-economic, psychosocial and cultural environment of those served;
- Encourage students and faculty to pursue endeavors in education and research; and
- Increase professional knowledge, skills and behaviors necessary to respond to and influence current and future health care trends through postgraduate education.



The ADVANTAGE Program

The LACC/CAOM Advantages

Several advantages set Los Angeles College of Chiropractic and the College of Acupuncture and Oriental Medicine apart from other alternative health care 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 ADVANTAGE Curriculums

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

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

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

The SCU Position

Alternative health care 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 health care 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 health care providers those conditions not considered appropriate for alternative health care. 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 health care providers – serving in a variety of settings.

Alternative health care, 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 health care. Alternative health care is a major contributor to the health enhancement and preventive health care processes required by a society interested in the concepts of wellness. Alternative health care 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 health care. The University is committed to thinking of health in terms of human potential. In his book, *Health: The Foundations of Achievement*, Dr. David Seedhouse wrote:

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

There are several interrelated principles in this philosophy of health. The first is that health is the natural state of the individual and departure from this state represents a failure of the individual to adapt to the internal and external

environment, or the result of an adverse adaptation. The innate tendency of the body is to restore and maintain health, and this is accomplished by compensating homeostatic mechanisms, reparative processes and adaptive responses to genetic and acquired limitations.

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

A third principle is that optimal health is unique for any single individual. Related to this is the notion of the responsibility of the individual for his or her health. Since the practitioner is primarily a facilitator, a major aspect of care is patient education and compliance. Health is seen as a result of a cooperative venture by the patient and the practitioner. The alternative health care 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 Health Care

From this philosophy of health, the University has derived a distinctive approach to the management of health care. 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 health care system. There has been an increasing recognition that health means much more than the mere absence of dis-

ease and that the health care system has been, fundamentally, a system for treating illness and disease.

Alternative health care 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 health care 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, alternative health care utilizes a wide range of natural and conservative therapies. Care is directed toward the restoration and enhancement of health primarily influencing the nervous system.

Furthermore, alternative health care 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 Alternative Health Care 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 an academic program to prepare the student for entrance into the alternative health care profession with continuing educational opportunities through post-graduate study.

To assist in the development of alternative 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 researchers and the undertaking of research projects. The importance of research is appreciated for the clinical results, the expansion of knowledge and for inculcating the mental investigatory attitude essential to the practitioner. Within the limitation of resources, ongoing research projects are encouraged and faculty and students are urged to participate within the confines of the University's educational responsibilities.

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

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

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

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

Academic Policies and Ethics

Students are expected to maintain themselves at all times in a manner befitting a professional institution. Unprofessional conduct at the University will not be tolerated.

A student may be dismissed for unsatisfactory conduct, scholarship or attendance, or for any other cause if the student's conduct is considered to be prejudicial to the interest of the University or the alternative health care professions.

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

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

Academic probity and student conduct are defined in the student handbook. All students are provided with a copy and should be familiar with its contents. All policy manuals are available in the Seabury Learning Resource Center.

Requirements for the Doctor of Chiropractic Degree

The doctor of chiropractic degree may be conferred upon those who have fulfilled the following requirements:

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

Requirements for the Master of Acupuncture and Oriental Medicine Degree

The master of acupuncture and oriental medicine degree (MAOM) is conferred upon those who have fulfilled the following requirements:

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

Additionally, all graduates of both programs are expected to attend public commencement exercises. In extreme

hardship cases, a student may be excused, but only upon written request, that will be presented to the Student Affairs Office for approval. (Please see the Academic Programs section for additional information.)

Accreditation – Southern California University of Health Sciences

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

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

Accreditation – Los Angeles College of Chiropractic

Another symbol of excellence at Southern California University of Health Sciences is reflected by its accreditation.

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

The doctor of chiropractic degree program of Los Angeles College of Chiropractic at Southern California University of Health Sciences is accredited by the Commission on Accreditation of 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. The CCE is the agency to which complaints about the compliance of the LACC chiropractic program with CCE standards should be addressed.

Accreditation – College of Acupuncture and Oriental Medicine

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

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

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

General Requirements for Licensure

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

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

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

National Board of Chiropractic Examiners (NBCE) www.nbce.org

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

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

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

National Board of Chiropractic Examiner Scores

Southern California University of Health Sciences/Los Angeles College of Chiropractic has maintained a strong presence in the National Board of Chiropractic Examiner (NBCE) scores. In 2004, the national average for chiropractic colleges, Part I, was 500 – with SCU/LACC scoring 459. In Part II, SCU/LACC students performed above the national average of 500, with a score of 510. The national average for Part III was 450, and SCU/LACC scored above average, 483. Part IV showed a national average of 488 in 2004. SCU/LACC students scored 481. In Physiotherapy testing, the national average came in at 500, and SCU/LACC posted a score of 497.

National Certification Commission for Acupuncture and Oriental Medicine (NCCAOM) www.naccaom.org

The National Certification Commission for Acupuncture and Oriental Medicine operates under Section 501(c)(6) of the Internal Revenue Code as a fully autonomous, non-profit organization.

Its mission is to establish, assess and promote recognized standards of competency and safety in acupuncture and

oriental medicine for the protection and benefit of the public. In order to fulfill this mission, it has developed a certification process that provides a unified set of nationally-verified, entry-level standards for safe and competent practice.

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

Governance and Management of the University

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

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

The University endorses and practices a participatory management philosophy. There are policies and procedures established for every aspect of management. Those pertaining to students are contained in the student handbook provided to students upon enrollment.

As information may occasionally change, the final authority for all policies can be obtained from the SCU Policy and Regulation Manual, more commonly referred to as the "Blue Book".

Occupational Outlook

According to information compiled by the United States Department of Labor, alternative health care practitioners can expect a positive marketplace after graduation, through the year 2010. Chiropractic, specifically, is forecast among the top three licensed professions among those with graduate degrees in terms of job growth by level of education and training.

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 profes-

sion. It is anticipated that the rapidly expanding older population will also increase demand.

Graduation Rates

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

Equal Opportunity, Non-Discrimination Policy & Diversity

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

Diversity

Ethnic diversity of the student body varies with each incoming class. As of September, 2005, the ethnic breakdown of students was: SCU/LACC 44% Caucasian, 30% Asian, 12% Hispanic, 2% African-American, 1% American-Indian and 11% Other/Unknown; SCU/CAOM 18% Caucasian, 56% Asian, 8% Hispanic, 5% African-American, 1% American-Indian and 10% Other/Unknown.

The Disabled

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

The campus and health centers are accessible to disabled students, patients and visitors. The University's facilities are accessible to the mobility-impaired based on

applicable laws and regulations at the time of construction and/or subsequent modifications. These facilities include access ramps for parking lots, restrooms and classrooms. Braille symbols are also installed on most heavily trafficked buildings.

Physical Exam Upon Entry

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

LACC Technical Standards For Program Success

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

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

1. The strength, coordination, and ability to stand and use the torso and all limbs in the performance of common chiropractic manual procedures and techniques.
2. The strength, manual dexterity, and tactile perceptiveness and ability to perform in all laboratory and clinical settings, to diagnose and treat human ailments, and to maintain the safety and well-being of fellow students and patients without posing a threat to themselves.
3. The visual, hearing and speech skills and personal hygiene requisite to professional performance including reading all forms of diagnostic imaging, using microscopes, eliciting and recording patient histories, performing all auscultatory exams, and performing any and all

other diagnostic and therapeutic procedures.

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

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

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 2006 and thereafter. Students currently enrolled must meet the specific requirements detailed at the time of their enrollment, plus any additional requirements set forth by the University.

Liability and Consumer Information

The University disclaims liability for any damages, bodily or otherwise, incurred by students on or off campus as a result of athletic and other extra-curricular activities.

Anyone wishing to obtain any public or consumer information about the University should contact the Executive Director of Business Services.

The administration of Southern California University of Health Sciences reserves the right to alter curriculum, schedules, tuition, fees and requirements at any time without notice.

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

Privacy of Records

The Alumni Association

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

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

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

The 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 Alumni and Development Office.

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

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

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



The Community and the Campus

A Hometown Community Setting

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

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

Academic Facilities

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

Athletic Facilities

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

The Seabury Learning Resource Center

The Seabury Learning Resource Center (LRC) has much to offer the Southern California University of Health Sciences community. Since the inception of the University in 1911, the library has regularly expanded and has improved services. In 1989, the library was relocated, remodeled and transformed into a complete Learning Resource Center. The facility contains the following areas:

- Main Lobby
- General Collection Room
- Computer Lab
- Theatre (Group Study Room)
- Rare Book Room

The circulation desk, current journal holdings and reference materials are all located in the Main Lobby. The journal collection consists of approximately 588 titles, including donated journals or periodicals related to chiropractic, acupuncture/oriental medicine and life sciences. All of the healthcare reference books, encyclopedias, directories and guidebooks can be found in the reference collection.

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 30,000 titles to enrich their knowledge.

On the edge of today's information technology, the automated Voyager library catalog system was implemented to provide online access to the collection. The Voyager OPAC is accessible through the SCU web site.

To meet the technological needs of students, the computer lab was expanded to accommodate 50 work stations fully equipped with internet access. Via the internet, the campus community has access to EbscoHost, the software of multi-databases, the National Library of Medicine databases and to other chiropractic, alternative and complementary databases. The full text journal collection is available via user names and specific passwords.

The Theatre is utilized by students for viewing videotapes, CDs and DVDs related to curriculum subjects. It also serves as a group study area and can be reserved for meetings.

The LRC also has a valuable rare book collection, and is preserved in a location known as the Rare Book Room. Traced back to the 1800s, and earlier, many of the books and valuable historic documents in the collection were donated by members of the SCU alumni.

Services to Alumni and Faculty

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

The LRC also provides a subscription service to its Current Table of Contents for interested SCU faculty and alumni. Members of the service can also receive full text articles from selected citations.

Memberships and Consortiums

SCU's LRC is a member of the:

- Medical Library Association
- Pacific Southwest Regional Medical Libraries
- Medical Library Group of Southern California
- Chiropractic Library Consortium
- American Medical Informatics Association

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

The SCU Outpatient Health Center System & Facilities

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

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

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

The state-of-the-art health centers in Whittier and Pasadena provide a broad spectrum of treatment options, including chiropractic, acupuncture, diagnostic imaging, rehabilitation, massage and oriental medicine. The Whittier facility was designed with observational opportunities for pre-clinical students to experience clinical encounters early in their educational program.

The Research Function at SCU

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

Research Goals

1. Determination of effectiveness and efficacy of a variety of conservative therapy modalities that may be of value for optimum patient case management by graduates of SCU's programs. These modalities include: chiropractic manipulation, acupuncture, oriental medicine herbal therapy, Ayurvedic case management benefits, Ayurvedic herbal supplementation, homeopathy, e-stim therapy, mind-body interventions, diet and nutrition interventions.

2. Implementation of the appropriate methodology for investigation of safety and effectiveness/efficacy of therapies primarily within musculoskeletal disorders. The methodologies may range from descriptive case studies to rigorously conducted randomized controlled trials depending on the therapy and research question being addressed.

3. Cross sectional studies which are demographically based or more sophisticated probability based epidemiological studies of certain health problems among specifically defined samples.

4. Investigations of demographic, constitutional, attitudinal or phenomenological factors which may mediate patient recovery.

5. Investigation of mechanism of action of conservative health therapies to facilitate the establishment of a foundation for the utilization of the therapy above the data derived from effectiveness/efficacy studies.

6. Facilitate the development of clinician-scientists by providing:

- leadership in proposal preparation, protocol execution, research management and generation of reports and scholarly papers;
- quality research products which will contribute to the knowledge base and skill set of alternative health care practitioners;
- education of SCU staff and, where appropriate, students in literature review skills so that only the best possible care for a particular patient will be offered or rendered;
- educational opportunities for students interested in developing research skills;
- a research scholarship to a promising new student who will receive enhanced opportunity to advance their research knowledge and skills, and
- methodological and statistical support for staff and outside collaborators.

7) The University facilitates faculty research development by:

- making institutional grants available,
- providing release time from teaching equivalent to time covered by grant or contract funding;
- providing seed money whenever possible;
- encouraging faculty to pursue additional graduate education; and
- including scholarly effort within the Boyer Mode parameters in the evaluation process for the faculty.

Faculty Research

Full-time faculty members are responsible for participation in scholarly activity. The University has expanded the concept of scholarship to embrace the scholarship of application, teaching and integration, as well as the scholarship of discovery or research. This revised notion of scholarship parallels changes in higher education in general.

Parking

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

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

Contracted Campus Services

Bookstore

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

Campus Safety

Contracted guard and other services provide campus security at SCU.

Campus Safety may be reached during regular University business hours by dialing 333 from any campus phone or by lifting the receiver on marked "security" phones located at various points on the property. Campus safety officers carry mobile radio/telephones so they can respond immediately to calls from any field location.

The department provides a variety of services, including campus patrol, escort assistance, parking enforcement and help with vehicle lockouts and jump-starts. In compliance with the federal "Student Right to Know and Security Act", it also provides information on campus security policies and crime statistics to current and prospective students and others.

Admissions

General Requirements for Admission

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

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

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

Preliminary Requirements (LACC and CAOM)

Applicants for admission must provide:

1. A properly completed application for admission;
2. One copy of the transcript or diploma from the graduating high school (CAOM does not require high school transcripts);
3. Official transcripts from each college and/or university previously attended showing all course work completed or in progress
4. A non-refundable \$50 application fee;
5. Two letters of recommendation (none from relatives and preferably at least one from a doctor of chiropractic, acupuncture/oriental medicine practitioner or other health care practitioner) mailed by each author to the SCU Office of Admissions;
6. A successful admissions interview.

Academic Requirements (LACC)

Prerequisites for Los Angeles College of Chiropractic include a minimum of 90 semester units (or 135 quarter units) and a minimum grade point average of 2.50.

Prerequisite science courses must equal one academic year (not less than six semester units in each subject

area) in the following subjects: Biology, General (Inorganic) Chemistry, Organic Chemistry and Physics. An academic year normally entails completion of two semesters or three quarters. In addition, all science courses must include related laboratory coursework that covers the entire subject. All prerequisite courses must be completed with a grade of "C" (2.50 on a 4.0 grade scale) or higher and a cumulative GPA of 2.5 on a 4.0 grade scale.

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

The Physics requirement may also be met by taking one Physics course equaling a minimum of three semester units with pertinent related laboratory that covers the range of material presented in the didactic portion of the course, plus an additional three semester units in either Biomechanics, Kinesiology, Statistics or Exercise Physiology.

Non-science prerequisite courses must also include six semester units of English Literature, Speech, and/or Writing (Writing Intensive non-English courses noted on the official transcript as Writing Intensive may be used to satisfy this 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" (2.50 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 univer-

sity administering the test or other evidence presented to verify the number of units passed. No science courses may be acquired in this manner.

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

Please contact an Office of Admissions counselor for additional information.

Academic Requirements (CAOM)

Prerequisites for the College of Acupuncture and Oriental Medicine include at least two years (60 semester units or 90 quarter units) of education from an accredited college or university and a minimum grade point average of 2.25 on a 4.0 grade scale. In addition to the 60 semester units required for admission, you must complete a minimum of 2 semester units each in Biology, Chemistry, Physics, and Psychology with a "C" (2.0 on a 4.0 grade scale) grade or higher. This may be done prior to matriculation or within one calendar year after starting the Master of Acupuncture & Oriental Medicine Program at SCU.

Telephone/World Wide Web

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

Applications

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

Applicants with prerequisites in progress must complete such work prior to the starting date of classes and official transcripts showing such course work must follow in a timely manner.

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

Selection of Candidates

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

A personal interview with a member of the Faculty Admissions Committee will be required of applicants prior to final selection. This personal admissions interview will normally be scheduled on campus only after two recommendations have been received, at least one-third of the science prerequisite units have been completed and grades verified from official transcripts. Under certain circumstances, an off-campus or telephone admissions interview may be arranged.

Successful applicants are formally notified by letter. In order to reserve a space in an entering class, an accepted student has the following options for payment of the first trimester tuition and fees:

1. To pay an enrollment deposit in the amount of \$500 (\$250 for CAOM students) within 30 days from the date of the acceptance letter from the Office of Admission. The deposit is not refundable and will be credited toward the total tuition payment which is due 30 days before the start of classes.

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

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

Physical Qualifications for LACC Admission

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

The physical qualifications are as follows:

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

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

3. An auditory sense and speaking ability sufficient to conduct health history interviews and clinical examinations. Physically disabled students who do not meet the above

three criteria will be reviewed/evaluated by a body of clinical faculty for admission eligibility.

Physical Examination

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

Orientation

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

Special Requirements for Admission

Foreign Students

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

1. Submit proof of English language proficiency (Please see General Requirements for Admission in this section for additional information.)
2. Submit evidence of possessing financial resources to complete the academic program;
3. Submit all supporting documentation, preferably one year prior to expected enrollment;
4. Comply with the laws, rules and regulations of the United States Citizenship and Immigration Services (USCIS);
5. All foreign academic transcripts are to be evaluated by the World Education Services, Inc., P.O. Box 26879, San Francisco, CA 94126-6879, (800) 414-0147, www.wes.org or another similar recognized agency, with an original of the evaluation forwarded directly to the Office of Admission;
6. 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 Admissions the documentation required by their country;
7. Only candidates who have also filed an application with a \$50 fee will be considered for admission. They will be notified in writing regarding their admission status.

Transfer from Foreign Chiropractic College

Southern California University of Health Sciences may accept credits of students transferring from foreign chiropractic colleges not having status with the Commission on Accreditation of the Council on Chiropractic Education. Such transfer students must meet the current admission requirements in effect at SCU. Transfer students are advised that, on the basis of such transfer credits, they may be ineligible for licensure in one or more states. Additionally, any student

transferring to SCU's Doctor of Chiropractic Program must have earned not less than the last 25% of their total credits leading to the Doctor of Chiropractic degree from SCU.

Transfer from a Domestic Chiropractic College

Southern California University of Health Sciences may accept credits of students transferring from chiropractic colleges having status with the Commission on Accreditation of the Council on Chiropractic Education. Such transfer students must meet the current admission requirements in effect at SCU. Transfer students are advised that, on the basis of such transfer credits, they may be ineligible for licensure in one or more states. Additionally, any student transferring to SCU's Doctor of Chiropractic Program must have earned not less than the last 25% of their total credits leading to the Doctor of Chiropractic degree from SCU.

Transfer Students/CAOM

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

1. Only transfer credit for actual coursework success fully completed at an accredited college/university listed in the Higher Education Directory or approved by the appropriate government agency, in the case of foreign students, will be considered.
2. For ACAOM (Accreditation Commission for Acupuncture and Oriental Medicine) accredited schools and California Acupuncture Board approved schools – 100% transfer credit may be awarded, providing that the actual coursework to be transferred has been successfully completed and is equivalent to the relevant course(s) at SCU/CAOM.
3. For students applying from schools not approved by the California Acupuncture Board, but accredited by ACAOM, and for students applying from schools outside of the United States–
 - a) Actual Western Medicine coursework - up to 100% transfer credit may be awarded if the coursework has been completed successfully and was completed at a college/university accredited or approved by an agency recognized by the U.S. Department of Education.
 - b) Oriental Medicine coursework - up to 50% transfer credit may be awarded for course work successfully completed provided that at least 50% of the actual coursework hours in these subjects are completed at SCU/CAOM. SCU/CAOM may require the student to take an examination to demonstrate a level of knowledge comparable to that achieved by an SCU/CAOM student in these same areas before credit is awarded.
 - c) Clinical Internship - up to 25% transfer credit may be awarded for actual clinical coursework and instruction received. Western Medicine internship training may not be transferred for AOM program clinical credit.
 - d) A student must complete the total number of hours offered in a SCU/CAOM course in order to receive full advanced standing. For example, an Anatomy/Physiology

course must be 100 hours or more if the SCU/CAOM Anatomy/Physiology course is 100 hours.

e) If a student has successfully completed a minimum of 70% or more of the required hours in a course, that student will need to attend the required course in order to complete the number of hours that are deficient. The professor of the particular course will verify the student's competency in the course through a comprehensive examination.

f) If a student has completed less than 70% of the required hours in a course, the relative class must be successfully repeated in its entirety for credit.

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

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

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

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

Transfer Credits

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

Evaluation & Placement of Transfer Students

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

1. Official transcripts from the transferring student's previous institution;
2. Copy of high school transcripts or diploma (CAOM does not require high school documentation)
3. Official transcripts from all colleges or universities attended;

4. Catalog of the transferring student's college or university so that courses equivalent in content and quality to those taught at LACC or CAOM may be evaluated and accepted;

5. All students seeking advanced placement in the ADVANTAGE Program must take an examination which covers the basic sciences. Performance on this examination plus the evaluation of the transcript will determine the amount of advanced placement given to the transferring student;

6. \$50 application fee;

7. All general requirements for admission (Note: a minimum of twenty-five(25) percent of LACC's educational program must be completed at SCU by each transfer student to qualify to receive a diploma from SCU.);

8. For certain courses, a fee will be assessed for competency testing. Please contact the Dean of the appropriate program for details.

DC Graduates Enrolled In Professional Courses

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

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

Admission to Advanced Standing

Applicants seeking advanced standing must submit official transcripts and the appropriate evaluation fee to the Office of Admission. Credit for work done in accredited colleges of liberal arts and science will be allowed only in the non-clinical subjects.

Credits for basic science subjects on a professional level shall be given only upon a course-by-course evaluation, and then only for courses closely approximating in content and hours the same courses at the University. Professional level is defined as an accredited chiropractic, acupuncture/oriental medicine, medical or osteopathic school. No candidate for admission to advanced standing/ placement will be accepted if dishonorably discharged from such an institution.

In accepting credits from other institutions, the Dean of the appropriate program shall ascertain that they are not being applied toward both pre-chiropractic/pre-acupunc-

ture-oriental medicine and chiropractic/ acupuncture-oriental medicine requirements. All candidates must file with the Office of Admission the same documents as required for a first-year student, and, in addition, certified transcripts of work completed at the institution for which advanced standing is petitioned. No credit for a course with a grade below "C" (2.0 on a 4.0 grade scale) may be transferred from such an institution.

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





Registration

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

Late Registration

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

Official Registration & Enrollment

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

Special Registration

Registration for "Special" students (those with a non-standard schedule) is during the 14th week. All "Special" students who plan to continue their education at SCU are required to register at that time. These students are encouraged to schedule an appointment with the Program Advisor well in advance of the 12th week. It is the responsibility of the student to keep the appointment. If a problem exists, the student is required to contact the Program Advisor immediately to reschedule the appointment, or the late registration fee of \$100 will be assessed.

Updating Student ID Cards

All students are required to update their student ID cards at the beginning of each trimester as proof of registration. Validation stickers are available in the Registrar's Office on the first day of official registration (one week prior to the start of each new trimester).

Contingent Registration

No student will be allowed to register or receive financial aid until their admission file is complete. The only acceptable contingency would be 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 with-

drawn from the University. Any tuition charges accrued will be assessed in accordance with the refund policy.

Add a Class

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

Drop a Class

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

Official Roll Call

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

Grade Cards

Grade cards for the preceding term will be mailed to each student during the break (approximately one week before the start of each trimester).

Academic Probation

A student with a GPA of less than 2.00 is placed on academic probation. Any student placed on academic probation will be notified by the Chief Academic Officer or

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

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

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

b. A student whose CGPA is 1.50 or below will be notified in writing that he/she will be required to take an abbreviated schedule 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 CGPA has been less than 2.00 for two trimesters will be faced with the following actions:

a. A student whose CGPA of is 1.91 to 1.99 will be notified in writing with the recommendation that he/she take fewer units in the next trimester and that his/her progress will be monitored the next trimester at 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 mid-term monitor report indicate academic difficulty, he/she will be withdrawn from any classes where the mid-term 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 CGPA is 1.75 to 1.90 will be notified in writing that he/she will be required to take an abbreviated schedule. This abbreviated schedule should include the withdrawal from at least one major course (defined as having 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 CGPA is less than 1.75 will not be allowed to progress in the curriculum. That student will be required to repeat courses where his/her performance was substandard (grades less than "C") to improve his/her CGPA to a minimum of 2.00 before being allowed to progress in the curriculum. The student will also be required to participate in tutoring, mentoring and academic counseling. The student's academic progress will be monitored the next trimester at mid-term (during the eighth or ninth week). Should the reported progress indicate academic difficulty (grades less than "C"), the student will be required to drop those courses in which a "D" or failing grade has been reported.

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

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

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

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

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

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

A student will not be permitted to enter or remain in the Internship when his/her CGPA falls below 2.00.

Withdrawal

To officially withdraw from all courses, a student must complete an "Official Withdrawal" form, which is available in the Registrar's Office. A student who officially withdraws from school at any time during first ten weeks of the term will be given the grade of "W." If the student wishes to withdraw after the tenth week of the term he/she will be given a grade of "WF" for each course. The official date of the Withdrawal is the date the form is received by the Registrar and it is used by the Business Office to determine the amount of refund due according to University policy.

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

Leave of Absence

A student may request a Leave of Absence (LOA) from the University for a period not to exceed 120 days. After 120 days, the LOA will automatically convert to a Withdrawal. A Leave of Absence will be granted following completion of the appropriate form, "Request for Leave of Absence", which is available from the Registrar's Office. A student who takes an official LOA from the University during the first 10 weeks of the trimester will be given a grade of "W" for each course. If the student wishes to take a LOA after the 10th week of the trimester, he/she will be given a grade of "WF" for each course. The official date of the LOA is the date the form is received by the Registrar and is used by the Business Office to determine the amount of refund due according to University policy. Students receiving financial aid should check with the Financial Aid Office to clarify the effect the LOA may have upon eligibility and repayment.

Transcripts

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

Change of Address/Telephone Number

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

Re-admission to the University

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

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

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

Time Limit to Earn Degree

Although the normal length of time to complete the doctor of chiropractic degree is 3-1/3 years, when the condensed nature of the program is considered, degree attainment is actually five academic years. Due to the

Continuing Education Credits for Registered Nurses

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

National Board Examinations

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

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

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

Part I

Students who have successfully completed all courses pertaining to the content of Part I at the time of the application deadline, and have a CGPA of at least 2.0, shall be permitted to sit for Part I.

Part II

Students who have successfully completed all courses pertaining to the content of Part II at the time of the application deadline, and have a CGPA of at least 2.0, shall be permitted to sit for Part II.

Part III

Written Clinical Competency Exam (WCCE)

Students who have successfully completed Part I and are within nine months of graduation at the time of the exam, and have a CGPA of at least 2.0, shall be permitted to sit for Part III (WCCE).

Part IV

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

Physiotherapy

Students who have successfully completed, prior to the application deadline, 120 hours in Physiotherapeutics (LACC's P.T. I, II, and III) and have a CGPA of at least

2.0, shall be permitted to sit for the Physiotherapy Examination.

University Policies & Regulations For All Syllabi

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

Copyright Statement

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

Disclaimer Statement

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

Attendance

Please note the SCU policy on attendance:

To obtain credit for a course, a student must have been present at least 90% of the time. Students will not receive credit for classes in which they are reported absent. When absences exceed 10%, the student may be dropped from the class. If justifiable cause can be shown for the absenteeism, the student may be permitted to make up missed assignments and maintain enrollment in the class. However, if absenteeism exceeds 15%, the course must be repeated regardless of the reason for the absences. If excessive absence is established prior to week eleven (11) of the trimester, the student will be withdrawn from the course or courses, and a grade of "W" will be assigned for each course. If excessive absence is established after week 10, the student will be withdrawn from the course or courses, and a grade of "WF" will be assigned for each course. If three or more courses are assigned "WF" as a result of excessive absences, the student may be subject to suspension or dismissal from the college. The Dean's Office shall make notification of such action in writing. In exceptional circumstances, the Dean shall have the authority to make a recommendation for exception to enforcement of the guidelines for suspension or dismissal.

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

Grade Appeal

Students wishing to contest a course grade must do so in writing to the Department Chairman by the 14th calendar day of the following trimester.

Make-up Examination Procedure for Incomplete Grades

1. If a student must miss an exam, he/she is to notify the Dean's Office on the first day of absence, since this office holds the final authority to validate excused absences in determining eligibility for make-up exams.

2. Students should request a make-up exam through the Registrar's Office within seven calendar days of the date of the original exam. The Dean will notify the course instructor of the student's request.

3. The course instructor, or another individual appointed by the instructor, will schedule and administer the make-up exam within seven calendar days of the date of authorization.

4. Students will risk receiving "no credit" for an exam under the following circumstances:

- a. Miss any exam without a validated excuse;
- b. Do not request a make-up exam within seven calendar days of the original exam date; or,
- c. Fail to appear for a make-up exam.

5. Students who missed final exams at the end of the trimester with validated excuses will receive a grade ("I"). This rule does not apply to Clinical Internship I, II & III.

6. Students with an "I" grade must see the instructor on or before the first class day of the following trimester and complete the approved make-up exam by the scheduled date.

7. Upon successful completion of the course, the student will receive the appropriate grade as earned. Should the student fail the course, he/she will come under the Procedures for Course Failures (see the Retake Examination Procedures) and may qualify for a retake 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.

Retake Examination Procedure for Failing Grades

1. Students who received a failing grade ("F") in no more than two courses may be eligible for a retake examination.

2. Students must be within 5% of the passing grade for that course in order to be eligible. It is the student's responsibility to meet with each instructor to discuss eligibility.

3. Students who are eligible for a retake exam must make a final decision to retake the exam or the course in its entirety by the first day of the following trimester.

4. Application to retake any exam should be made through the Registrar's Office.

5. Retake exams are comprehensive and the format will be designed by the course instructor.

6. Students must complete the retake exam by the scheduled dates.

7. Students who retake an exam can earn a course grade no higher than the lowest passing grade in the course. A grade of double fail ("FF") will result if the student also fails the retake examination. In this case, the student must retake the course in its entirety for a passing grade. Should the student fail to earn a passing grade, he/she will be ineligible for a retake exam and may be academically dismissed for having received three failing grades.

8. There is a \$100 fee for retake exams.

Tuition and Fees

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

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

Tuition

Los Angeles College of Chiropractic

Current tuition and fee schedules may be obtained from the Business Office. (For the academic year beginning September 2006, tuition is \$7,593 per trimester.)

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

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

College of Acupuncture and Oriental Medicine

Current tuition and fee schedules may be obtained from the Business Office. (For the academic year beginning September 2006, tuition is \$198 per unit.)

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

Methods of Paying Tuition

The University provides the following methods of tuition payment:

- **Financial aid, scholarships and grants:** Financial Aid is primarily received by electronic fund transfer. The University will deduct tuition and fees before reimbursement is made to the student for living expenses. Checks will be available to the student generally on the first day of class.

- **Personal checks and cash:** The University accepts cash, money order/cashier checks and personal checks made payable to Southern California University of Health Sciences.

- **Credit card:** All major credit cards are accepted for tuition payments.

- **Payment plans:** Installment plans are available to students who do not receive financial aid. A three-month installment plan is available for payment of one trimester, and a twelve-month installment plan is available for payment of three trimesters. The first installment is due by the third business day of each trimester. Subsequent installments are due on the first day of each month. An annual \$50 processing fee is assessed for each plan. Installments not received on the due date are subject to late fees.

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

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

Tuition Deferments

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

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

Students may apply for a deferment in the Business

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

Penalties for Late Payment Non-Deferred

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

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

Week	Percent of Unpaid Balance	Maximum Penalty
First two weeks of classes*	10%	\$ 50
Third week of classes	10%	\$ 100
Fourth week of classes	10%	\$ 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).

Tuition Refund Schedule

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

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

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

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

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

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

Students remaining in school until the 61st day are considered, under federal regulations, to have earned 100%

of their federal aid.

Other Costs

The student's official withdrawal date will be the date the "official withdrawal form" is received by the Registrar. Students are urged to contact the Business Office for a calculation of Title IV funds that may need to be returned.

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.

Fees

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

1. Associated Student Body Dues (scheduled to increase \$5 annually)	\$ 80
2. Technology Fee	\$100
3. AOM – Malpractice Fee	\$ 10

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 Microscope Rental Fee	\$ 35
5.Term VII 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 <i>deferment section</i>)	
10.Withdrawal Fee	\$100
11.Change of Schedule	\$ 25
12.ACC Malpractice Insurance	
a) Term VII	\$ 35
b) Term VIII	\$ 65
13.Transcripts	
a) Transcripts, currently enrolled students	\$ 5
b) Transcripts, all others	\$ 15
c) Transcripts, active members- Alumni Association	\$ 10
14.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
15.Late Filing (State Board and National Board)	\$ 50
16.Tuition Installment Plan Fee	\$ 50
17.Graduation – DC Program (Payable in increments of \$20 in Terms VI-X)	\$100
18.Graduation – AOM Program	\$100
19.Re-Take Exam	\$100

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.)

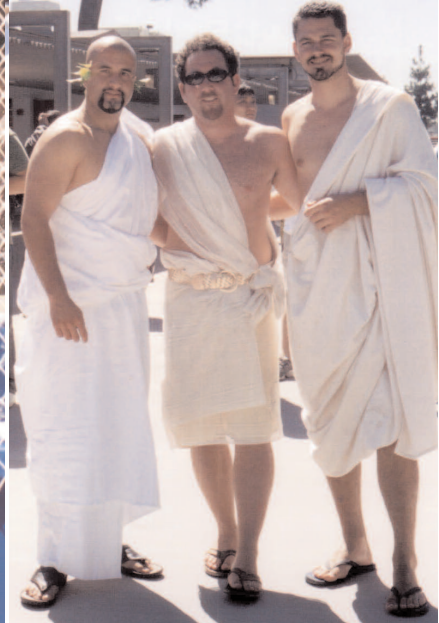
Student Family Health Care Program

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

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

Health and Accident Insurance

Information regarding this insurance is provided through the Student Activities Office.



Financial Aid Program

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

Scholarships (Exclusive to SCU)

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

Alumni Scholarship Program

SCU is committed to the development of awards for the students of the University. The Alumni Association has created the Alumni Scholarship Program. The criteria for this scholarship generally include service to the Institution, grade point average, financial need and an essay. Special awards are periodically established by outstanding graduates. These scholarships range from \$250 to \$1,000.

SCU Awards

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

Dr. Charles L. Cooke Scholarship

The 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.

Lois & E. Maylon Drake Scholarship

An 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 every 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 Fellowship

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 pro-

fession. This fellowship provides a \$1,000 tuition grant 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.

Joyce King-Stoops & Emery Stoops Scholarship

This award is to recognize 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.

Diversity Scholarship

An award of \$500 per term for the first three terms awarded to a maximum of three students at entrance who are members of historically under represented populations (Native American, African American, Latin American). Requires a GPA of 3.0 or higher and maintenance of a minimum 2.5 GPA to receive award beyond the first term.

International Student Scholarship

An award of \$500 per term for the first three terms awarded to a maximum of three international students with I-20 status. Requires an entrance GPA of 2.50 or higher and maintenance of a minimum 3.0 GPA to receive award beyond the first term.

Regents Scholarship

The Regents Scholarship Program is designed to attract outstanding students already possessing a Bachelor's Degree or higher to a career in complimentary and alter-

native health care. As the University has made a professional commitment to increased entrance requirements and academic standards within the two disciplines it represents, it is important to recruit students who have excelled in their undergraduate or graduate programs. The Regents Scholarship will provide financial awards the first three terms they are at SCU.

*Research Division Scholarship
(Hickey Endowment)*

The Research Division offers a \$10,000 yearly tuition remission award to students who have completed a bachelor's degree, have received a grade of 'B' or better in undergraduate statistics and research methods and meet other criteria. Information on this scholarship is available from the offices of Admission and Financial Aid. The award may be renewed on a yearly basis for the full three years of the recipient's education.

Other Scholarships
(Not exclusive to SCU)

*American Chiropractic Auxiliary to the
American Chiropractic Association*

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

*California Chiropractic Association California
Chiropractic Foundation Scholarship*

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

New Jersey Chiropractic Society

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

New York Chiropractic Council

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

The Pennsylvania Chiropractic Society Auxiliary

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

In the past, awards have also been made available by the Florida Board of Chiropractic Examiners, the Louisiana Flynn Chiropractic Health Clinic and the New Hampshire Chiropractic Education and Research Fund. In addition, students have received awards from various state chiropractic associations such as South Dakota Chiropractic

Foundation, Kansas Chiropractic Auxiliary and Wisconsin Chiropractic Association Foundations, Inc. Such awards may become available from time to time. Students are encouraged to contact their state and local chiropractic societies for current availability of aid.

**Additional Private
Scholarships & Grants**

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

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

Loans

The loan programs described here are the main programs utilized by SCU students. Loan applications are available from the Financial Aid Office. Students who have borrowed previously must complete the Free Application for Federal Student Aid (FAFSA) each year, but do not have to complete additional loan application forms. Loan consolidation programs exist to help students manage repayment after graduation.

Subsidized Federal Stafford Loan Program

This federal low interest loan is obtained through private lenders (banks, savings and loan, credit unions, etc.) and offers graduate students \$8,500 per academic year. The cumulative maximum a student may borrow is \$65,500 when combined with undergraduate level loans. The interest rate is fixed at 6.8% effective July 1, 2006. The federal government pays accrued interest during enrollment.

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

Unsubsidized Federal Stafford Loan

This federal loan has the same terms and conditions as the Subsidized Federal Stafford Loan, except that the borrower is responsible for the interest that accrues while he/she is in school. The cumulative maximum a student may borrow to study in the acupuncture program is \$138,500 when combined with undergraduate level loans and all Subsidized Federal Stafford Loans. Students enrolled in the

chiropractic program are eligible to borrow additional funds up to \$189,125, including undergraduate and graduate subsidized and unsubsidized Stafford Loan funds

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

Private Loan Programs

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

Default Rate

Southern California University of Health Sciences has a .4% default rate for the federal cohort year 2001, the most recent year information is available.

Employment

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

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.

Tuition Assistance Program

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

Tuition Payment Options

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

The Application Process

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

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

Activating a File

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

The following documents are required to establish a financial aid file:

—Free Application for Federal Student Aid (FAFSA) is the document used to evaluate a student's ability to contribute to his/her cost of attending college. This form is completed online at www.fafsa.ed.gov. Request a copy of the results be forwarded to SCU by using the federal school i.d. code of 001229.

—A loan entrance interview must be conducted and documented prior to processing any loan application. This process informs the student of aid terms, rights and responsibilities and repayment information. Students visit the SCU website under loan counseling to complete this process online.

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

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

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

Receiving Funds

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. The costs consist of tuition, fees, books, supplies, room and board; the sum of these costs is the educational budget.

Budget amounts are constructed by the Financial Aid Office and are standardized to provide for consistency and equity in evaluating the needs of students in similar circumstances. In a few cases, exceptions to the budget

may be permitted. Generally, these will be for emergency or exceptional situations such as medical costs. Budget figures are reviewed annually.

Basic expenses for the 2006-2007 period are listed below.

Two Trimesters	DC	AOM*
Tuition and Fees	\$15,186	5,382
Books and Supplies	\$ 1,484	420
Local Transportation	\$ 1,986	1,986
Room and Board:		
Living with Parents	\$ 2,720	2,720
Living on Own	\$ 8,920	8,920

(* Assumes student takes 12 credits per trimester)

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

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

Deadlines

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

Receiving Financial Aid Monies

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

Understanding Aid Terms & Conditions

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

Rights

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

Appeals

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

Confidentiality

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

Right of Access

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

Work Terms

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

Understanding Responsibilities Associated with Aid

Changes

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

Enrollment

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

Satisfactory Academic Progress

Students must make satisfactory academic progress, according to SCU and federal specifications, in order to receive financial aid monies by:

1. Maintaining a cumulative GPA of 2.0 or better
2. Enrolling in eight or more trimester units per term
3. Maintaining sufficient progress to complete the doctor of chiropractic degree in six calendar years beginning with initial matriculation or four and one third years beginning with initial matriculation for the masters in acupuncture and oriental medicine.

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

“Special” students are those whose unit load per term will vary from the norm based on scheduling matters and/or transfer credit considerations. 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.

Use of Money

The student has the responsibility to use funds received from financial aid sources in the manner specified by the awarding agency. In the event the student receives fed-

eral funding, the student agrees to use this money for educationally related expenses, which include costs for tuition, fees, books supplies, transportation, housing and food costs and incidental expenses.

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

Finance and Debt Management

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

Veteran's Services

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

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

Student Affairs

The programs and services offered by the Office of Student Affairs emphasize the development of the student as a whole person rather than his/her intellectual training. This office exists to develop, implement and evaluate co-curricular learning experiences for the students of the University. Its functions provide those services needed to ensure a smooth and successful tenure at SCU. The intent is to foster a wellness environment for students which is supportive of the alternative health care educational experience wherein health is viewed as far more than the absence of disease.

The Associate Vice President of Student Services provides oversight for the areas discussed in this section, as well as Disabled Student and International Student Services.

Student Activities

The Student Activities Office coordinates a variety of student activities and events. This office, managed by the Assistant Dean of Student Affairs, works directly with the Associated Student Body (ASB), ASB organizations, advises special interest groups, provides referrals to community services and arranges graduation ceremonies.

Campus Communications

On-campus communication, including the posting of flyers and announcements, scheduling of activities, meeting times and locations are initiated through the Student Affairs Office.

Student mail and phone messages are also received through the Student Affairs Office. In addition, mailboxes for campus clubs and class representatives are located in the Chesney Student Center.

Athletics & Recreational Activities

As part of the wellness philosophy of alternative health care, the Student Activities Office works with the ASB to provide a variety of intramural and club sports, including basketball, softball, soccer, tennis and other sports, depending on student interest. In addition, a well-equipped weight room is available for weight and fitness training. A gymnasium and spacious playing fields also support University athletic programs.

Academic Honors at Graduation

Students with a grade point average (GPA) of 3.0 or above are awarded special recognition each trimester by being placed on the "Dean's List". Academic honors at graduation are awarded based upon final cumulative GPA of each student and are as follows:

Valedictorian – highest CGPA of the graduating class
Salutatorian –second highest CGPA of the graduating class
Summa Cum Laude – CGPA of 3.70 – 4.0
Magna Cum Laude – CGPA of 3.50 – 3.69
Cum Laude – CGPA of 3.3 – 3.49

Delta Sigma – honorary certificate awarded to students who have maintained a GPA of 3.0 or higher for all trimesters

Dean's List – graduating GPA of 3.0 or above

Academic honors are recognized at graduation with a note in the commencement program and a certificate.

Additional Awards

In addition, a number of awards are presented to deserving students, including:

President's Award

This award is given to one or more members of the graduating class. The activities and contributions of an individual to alternative health care over and above normal student involvement, as well as their potential for future success and leadership as a practitioner, is considered.

Student Service Award

This award is given to an outstanding member of the graduating class for their generous contributions to his/her peers, the University and the profession during their enrollment.

Dr. George H. Haynes Memorial Alumni Award

This award is available for a graduating student and is based on interactions with, and contributions to, the Alumni Association and the profession.

E. Maylon Drake Humanitarian Award

This award is given to one graduating student considered by the Associated Student Body to have exhibited a high degree of humanitarianism and to have demonstrated interest in promoting the alternative health care profession.

Dr. Herbert J. Magee Technique Award

This award is presented by the SCU/LACC Technique Department for the individual who best embodies specific characteristics including knowledge of chiropractic technique procedures, service and clinical aptitude.

Hua Tuo Award

This award is presented to an acupuncture/oriental medicine student who demonstrates academic abilities, community service and a dedication to the profession that stands out from his or her peers.

Student Organizations*Associated Student Body*

All students are members of the Associated Student Body, and are enrolled in one of the chiropractic or acupuncture and oriental medicine professional associations.

The Associated Student Body is an organization designed for the students. It is an integral part of the decision-making process for issues pertaining to the student body. It is the students' input that allows it to be an effective part of the campus community. General meetings, held weekly, are open to the entire campus. The elected officials are: president, vice president, vice president for alumni affairs, vice president of CAOM, secretary and treasurer. In addition, two class representatives are elected from each term and the College of Acupuncture and Oriental Medicine.

The Office of Student Affairs and the Associated Student Body work together as partners to provide effective inclusion of the students' perspective in important campus matters, to facilitate communications and to extend the educational experience to include the development for the professions of chiropractic and acupuncture and oriental medicine.

To present ideas concerning the University, the ASB president, or an appointed representative, attends the meetings of SCU's Board of Regents, the Executive Team and various other management committees. The vice president of alumni affairs attends meetings of the Alumni Association.

Professional Organizations

Other opportunities exist for students to become involved in various aspects of student life. Governmental and/or political action involvement may be experienced by participating in:

CCO—Council of Clubs and Organizations
EAC—Education Advancement Committee
SACA—Student American Chiropractic Association
SCCA—Student California Chiropractic Association

Educational Clubs

Organizations that complement alternative health care education include:

- Acupuncture and Oriental Medicine Association
- Activator Club
- Applied Kinesiology Club

- Delta Tau Alpha
- Gonstead Club
- Medicinal Herb Club
- Motion Palpation Club
- Progressive Acupuncture Association
- Sacro Occipital Technique
- Sports Injury Council
- Tai-Qi
- Wellness and Yoga
- Visiting Scholars Program

Personal Interest Associations

Some organizations that respond to personal, family, social and spiritual support include:

- Canadian Students Chiropractic Association
- Christian Chiropractic Association
- Chinese Student Association
- Persian Student Club
- Japanese Student Association
- Latin American Chiropractic Association
- Latter-Day Saints Student Association
- Outdoor Club
- Student American Black Chiropractic Association
- Student Alumni Association
- Surf Club
- Toastmasters Club

Student Services*Chesney Student Center*

The student lounge is located in the Chesney Student Center and may be considered a home away from home at SCU. Students may go there to relax, read or play ping pong and billiards. There is an eating area with vending machines, lunch tables, refrigerators and microwave ovens. Reading materials, such as a few of the latest alternative health care journals, and an events announcement board are also located in the Chesney Student Center as are ASB offices, meeting rooms, men's and women's locker rooms plus the Registrar's Office and the Office of Student Affairs.

Housing Guide

There is no on-campus housing at Southern California University of Health Sciences. A housing announcement board is maintained at the front entrance to the Chesney Student Center. It lists individuals looking for housing, individuals seeking roommates, individuals wanting to rent rooms in homes and completely vacant units in proximity to the campus. A housing guide is also published and updated by the Office of Admission to assist students in finding suitable off-campus housing. The guide contains apartment listings, prices, roommate considerations, community services, facts about rental and lease agreements plus other helpful housing information.

Tutorial Services

Working closely with the faculty, the Office of Student Affairs coordinates a tutoring program. Trained students are available to those seeking individual academic assistance. Priority is given to students experiencing academic difficulty and to those with documented learning disabilities. Special assistance can be provided to students who provide such documentation.

Counseling Services

Psychological and family counseling services are available through the Biola Counseling Center. These services are subsidized by the University to offer affordable assistance to students. Academic counseling/advisement is available. A specialized advisor is available to students who are seeking assistance in managing their academic course schedule. This professional advisor will contact students placed on academic probation in an effort to assist with defined needs. This individual also works in conjunction with the tutorial and personal counseling programs at SCU.

Disability Services

The University is committed to accommodating students with physical and learning disabilities. Accommodations and other support services are managed by the Assistant Dean of Student Affairs and are tailored to meet the needs of each individual student. Individuals wishing assistance should contact the Office of Student Affairs. It is recommended that new students with special needs contact the office early in their first term to arrange for support services. (Please see General Information for more information.)

Job Board

The Office of Student Affairs maintains listings of employment opportunities for part-time, full-time, temporary, permanent and professional positions off campus. Listings are posted on the job board located in the Chesney Student Center.

Bookstore

The campus bookstore is independently operated in conjunction with the University. Textbooks and other academic resources, student supplies, limited food items, logo apparel and gifts are available.

Campus Copy Center

The University operates the campus copy center where students can conveniently reproduce reports and other academic materials.

Parking

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

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

The ADVANTAGE Program

In September 1990, Los Angeles College of Chiropractic embarked upon the most exciting educational adventure ever experienced in the history of chiropractic. Following four years of careful planning, curriculum redesigning and development, the first students were enrolled in the ADVANTAGE Program. These “educational pioneers” became the inaugural ADVANTAGE graduates in December of 1993.

This innovative and dynamic approach to chiropractic education emphasizes professional competencies rather than academic subjects. Students participate in varied learning exercises, which focus upon the individual as a self-directed learner. Although students continue to participate in lectures and laboratories, they also spend substantial time in other learning activities including problem-based, small group tutorials where they learn basic and clinical science concepts through clinical case studies. The ADVANTAGE Program also introduces students to chiropractic principles and clinical skills as early as the first trimester. Students participate in clinic activities as observers and begin developing necessary “doctoring” skills within the first few weeks.

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

Chiropractic Competencies

Twenty-four chiropractic competencies drive every aspect of the ADVANTAGE Program. They reflect the attitudes, values and skills, which embody the “LACC Graduate.” Each student will gain these competencies by successfully completing classroom, laboratory and clinical experiences. The 24 chiropractic competencies are:

- History Taking
- Communication
- Physical Examination
- Neuromusculoskeletal Examination
- Radiological Examination
- Clinical Lab Examination
- Special Studies
- Diagnosis and Clinical Impression
- Referral/Collaborative Care
- Treatment Plan
- Spinal Adjusting
- Extra Spinal Adjusting
- Non-Adjustive Physical Procedures
- Public Health
- Psychosocial Examination
- Emergency Care
- Wellness Care and Disease Prevention
- Case Follow-Up and Review

- Record Keeping
- Nutritional Counseling
- Practice Management
- Research
- Health Services Informatics
- Professional Responsibilities

These competencies influence and guide each course in the ADVANTAGE Program. They have become the foundation of all learning experiences. The curriculum at Los Angeles College of Chiropractic is a vigorous academic program. A student can expect to participate in learning experiences from early morning to late into the evening. Each student must establish sufficient time for evening and weekend study during non-class hours allowing students to hone their skills under the direction of licensed doctors. During the last year of clinic rotations, an intern’s clinic assignment and schedule may be changed at the discretion of the supervising doctor to assure that each intern earns the required clinic hours.

The Chiropractic Abilities

LACC’s Advantage curriculum is predicated on nine abilities that each chiropractor should possess upon graduation. It is believed that knowledge, skill and integration in these domains is essential to being competent, caring, successful doctors in the twenty-first century.

The nine abilities are:

- I. Effective Communication
- II. Diagnostic Skills
- III. Reason-Based Used on Science and Evidence in Practice
- IV. Person-Centered Disease Management
- V. Illness Prevention and Wellness Focus
- VI. Lifelong Learning
- VII. Problem Solving
- VIII. Personal and Professional Growth and Maturity
- IX. Sociocultural and Community Contextual Sensitivity

Philosophy of the ADVANTAGE Curriculum

Because the curriculum is dynamic, changes are ongoing within the instructional program. Chiropractic procedure hours have been vastly increased, demonstrating the philosophy that the treatment skills of the doctor are of the utmost importance. Open lab times for student practice are also available under direct supervision of licensed faculty. Diagnostic courses have been constructed to equip the student with highly developed diagnostic skills. Basic science courses utilize an integrated approach to bridge the gap between scientific knowledge and professional experience. They constitute the basis for clinical course work which draws upon this integrated approach to the basic sciences. The curriculum has been structured to provide adequate opportunities for practical and clinical application of theoretical concepts.

LACC Academic Departments

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

Through a variety of instructional strategies, coursework provide the student with instruction in human biology, the principles of chiropractic and the methods of applying those principles to the patient.

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

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

Programs designed to enhance the intern's skills in the area of business development and practice management;

Private practice rotations with qualified preceptor doctors as early as trimester eight;

Clinical skills workshops, including manipulation and adjustive techniques;

Case rounds designed to allow interns to present cases to other interns and faculty in a small group format;

Clinic rounds designed to allow interns to present cases to a panel of supervising doctors who discuss the various aspects of patient care and case management;

X-ray interpretation/oral rounds;

Written case tutorials;

Chart review in small group settings;

Outside guest lecturers (e.g., nutrition, practice building, sports injuries rehabilitation and practice management).

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

- 1) To promote patients' active participation in their health-care. This fits well with LACC's emphasis on patient education, health promotion and wellness.
- 2) To provide classroom instruction in rehabilitation techniques and exercise science.
- 3) To provide a facility for research in rehabilitation techniques.

All of the University's health centers continually upgrade equipment in an effort to maintain state-of-the-art chiropractic care and to fully implement the ADVANTAGE Program. This includes complete radiographic facilities, physical therapy modalities, nutritional assessment instruments and rehabilitation equipment.

Educational Research

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

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

The fundamentals of clinical research design are presented in the Research Methods course. The skills of critical appraisal of the health sciences literature are developed

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

Additional opportunities exist for students to participate in college research activity. Under faculty mentorship, students may serve as research assistants on faculty projects and qualified students may participate as co-investigator in the tenth term research 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	Advanced Credit
AU	Audit for hours
AD	Academic Dismissal
BD	Behavioral Dismissal
AS	Academic Suspension
BS	Behavioral Suspension

Grade Points

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

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

A student whose grade point average in a given trimester or 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. 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 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 VII, the students will be accepted as interns beginning trimester VIII by the Dean of Los Angeles College of Chiropractic. 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 Vice President of Academic Affairs. 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 Vice President of Academic Affairs 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.

Additional Academic Information

Awards

Nominations for institutional, chiropractic and national association programs are coordinated through the Dean of Academic Affairs. 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.

Tutoring / Counseling Services

Students who encounter academic difficulties have the opportunity to receive tutoring assistance at no cost. Interested students should contact the Assistant Dean of Student Services.

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

These programs offer special opportunities for involvement in the active care of the physically disabled through exercise rehabilitation. Selection for participation in the program is based upon criteria established by the College.

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.)

Preceptorship/CBI

Special opportunities are available for those students who demonstrate advanced clinical competency. This program is in the ninth term of Clinical Internship II and the tenth term of Clinical Internship III, under guidelines established by the College.

Exposure to current practice procedures can be obtained by participation in the program. Interns also become acquainted with office procedures and patient management methods as utilized in the private practice of a licensed doctor of chiropractic. Preceptor doctors meet standards of practice as set forth by the Council on Chiropractic Education, the College and the California State Board of Chiropractic Examiners.

Postgraduate Preceptorship

Preceptorships for up to one year are available 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.

Rehabilitation Programs

Implementation of the ADVANTAGE Program brought a number of facility changes to the Whittier campus. These changes are unique to chiropractic education and have the potential to influence the future of the entire profession. One such change was the development of a new rehabilitation facility. The purposes of the rehabilitation facilities are to:

- 1) Promote patients' active participation in their health care. This complements Los Angeles College of Chiropractic's emphasis on health promotion, wellness and patient responsibility for their state of health.
- 2) Provide classroom instruction in rehabilitation techniques and exercise science.
- 3) Provide a facility for rehabilitation services for Los Angeles College of Chiropractic health center system patients.
- 4) Provide a facility for research in rehabilitation techniques.

Trimester Schedule Course Identification

The course identification system is based upon the following format: Department designation is evident by the first two letters:

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

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

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

The final two digits indicate the course sequence.

Trimester Units

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

Representative Trimester Schedule of Classes

Course Number	Course Title	Lec.	Lab.	Total Hours	Units
<i>Trimester I</i>					
AN0102	Anatomy, Physiology, & Histology I	6	4	150	8
AN0104	Functional Anatomy & Biomechanics I	4	2	90	5
BN0102	Human Biochemistry	4	2	90	5
CP0101	Palpation I	0	4	60	2
ID0101	Clinical Chiropractic I	0	2	30	1
PP0102	Fundamental Concepts of Chiropractic	0	2	30	1
30 hours/week		14	16	450	22
<i>Trimester II</i>					
AN0203	Anatomy, Physiology, & Histology II	4	4	120	6
AN0205	Functional Anatomy & Biomechanics II	3	4	105	5
CP0202	Palpation II	0	4	60	2
DX0201	Physical Examination Skills I	1	4	75	3
ID0202	Clinical Chiropractic II	0	2	30	1
PP0204	The Evolution of Health Care	2	0	30	2
XR0201	Normal Radiographic Anatomy I	1	2	45	2
31 hours/week		11	20	465	21
<i>Trimester III</i>					
AN0304	Anatomy, Physiology, & Histology III	6	4	150	8
BN0303	Biochemical Nutrition	4	0	60	4
CP0304	Chiropractic Procedures I	1	6	105	4
DX0302	Physical Examination Skills II	1	2	45	2
PM0301	General Pathology & Immunology	4	0	60	4
PP0304	Philosophy & Reasoning in Chiropractic	2	0	30	2
XR0302	Normal Radiographic Anatomy II	1	2	45	2
33 hours/week		19	14	495	26
<i>Trimester IV</i>					
CP0405	Chiropractic Procedures II	1	8	135	5
DX0403	Neuromusculoskeletal Diagnosis I	3	4	105	5
ID0404	Integrated Competency Exam I	0	0	0	0
PM0403	Community Health	4	0	60	4
PM0404	Clinical Microbiology	3	2	75	4
PM0405	Systemic Pathology*	4	0	75	5*
30 hours/week		15	14	450	23
*1 hr of independent study for Systemic Pathology.					
<i>Trimester V</i>					
BN0507	Clinical Nutrition	4	2	90	5
CP0506	Physiological Therapeutics I	1	2	45	2
CP0508	Chiropractic Procedures III	1	6	105	4
DX0504	Neuromusculoskeletal Diagnosis II	2	4	90	4
PP0510	Scientific Basis of Chiropractic	4	0	60	4
RE0503	Research Methods	2	0	30	2
XR0505	X-Ray Physics & Protection	2	2	60	3
32 hours/week		16	16	480	24

Course
Number Course Title

		Lec.	Lab.	Total Hours	Units
<i>Trimester VI</i>					
BN0601	Pharmatoxicology	2	0	30	2
CP0608	Physiological Therapeutics II	2	2	60	3
CP0609	Chiropractic Procedures IV	0	4	60	2
DX0601	Clinical Laboratory Diagnosis	2	0	30	2
DX0613	Differential Diagnosis I	4	0	60	4
ID0605	Clinical Chiropractic Applications	2	4	90	4
ID0606	Integrated Competency Exam II	0	0	0	0
PP0601	Practice Management I	2	0	30	2
PP0606	Ethics in Chiropractic	2	0	30	2
XR0605	Imaging Interpretation I	1	4	75	3
XR0608	Radiologic Positioning & Technology	0	2	30	1
33 hours/week		17	16	495	25

		Lec.	Lab.	Hours	Units
<i>Trimester VII</i>					
CP0712	Specialized Chiropractic Procedures (SCP)	2	2	60	3
CP0713	Physiological Therapeutics III	1	2	45	2
CP0714	Clinically Applied Manual Procedures Review	0	4	60	2
DX0707	Emergency Procedures	1	2	45	2
DX0708	Differential Diagnosis II	4	0	60	4
ID0716	Seventh Term Internship	0	6	90	3
ID0717	Patient Management	1	0	15	1
PP0702	Practice Management II	2	0	30	2
XR0706	Imaging Interpretation II	2	4	90	4
XR0709	Advanced Imaging & Clinical Decision Making	2	0	30	2
35 hours/week		15	20	525	25

		Lec.	Lab.	Hours	Units
<i>Trimester VIII</i>					
CL0812	Clinic Lab Clerkship	1	0	15	1
CL0816	Clinic Internship I	0	24	360	12
CL0817	Practice Management III	1	0	15	1
DX0806	Dermatology	1	0	15	1
DX0807	Clinical Psychology	1	0	15	1
DX0812	Obstetrics & Gynecology	2	0	30	2
DX0813	Ear, Eyes, Nose & Throat (EENT)	1	0	15	1
DX0814	Pediatrics	2	0	30	2
DX0815	Geriatrics	2	0	30	2
ID0809	Integrated Competency Exam III	0	0	0	0
35 hours/week		11	24	525	23

		Lec.	Lab.	Hours	Units
<i>Trimester IX</i>					
CL0905	Clinic Internship II	0	30	450	15
CL0917	Advanced Clinical Topics	0	2	30	1
ID0909	Integrated Competency Exam IV	0	0	0	0
32 hours/week		0	32	480	16

		Lec.	Lab.	Hours	Units
<i>Trimester X</i>					
CL1001	Clinic Internship III	0	30	450	15
30 hours/week		0	30	450	15

Trimester Contact Hours

Trimester I	450	Trimester V	480	Trimester IX	480
Trimester II	465	Trimester VI	495	Trimester X	450
Trimester III	495	Trimester VII	525	Total Hours	4815
Trimester IV	450	Trimester VIII	525		

Course Descriptions

Los Angeles College of Chiropractic

Department of Basic Sciences

AN0102

Anatomy, Physiology, & Histology I
150 hours/ 8 units

This course is devoted primarily to the study of the human nervous system. The course stresses the integration of structure and function of the nervous system and includes the relationships among biochemistry, physiology, and microscopic, macroscopic and developmental anatomy of the nervous system. Normal structure and function of the nervous system relating to sensation and motor activity is emphasized. The bases for clinical tests used to evaluate the nervous system are discussed. Pertinent clinical applications are highlighted to provide relevance to future clinical experiences. Course instruction includes lectures, laboratory experiments, human dissection, video-microscope projections, and small group discussions. This course also contributes content to the integrated small-group case tutorials in Clinical Chiropractic I.

Prerequisites: Admission to College.

AN0104

Functional Anatomy & Biomechanics I
90 hours/ 5 units

This course addresses structure, function, biomechanics and clinical concepts of the human spinal column and pelvis. Emphasis is placed on the interrelationships between structure and function as well as biomechanical principles associated with static position and dynamic movement of the spine and pelvis. Instruction includes lecture, human dissection laboratory and small group discussion sessions. Laboratory activities will include dissection, the study of pre-dissected materials and models, and problem-based small group discussions.

Prerequisites: Admission to College.

AN0203

Anatomy, Physiology, & Histology II
120 hours/ 6 units

This course is devoted primarily to the study of the human cardiovascular and respiratory systems. The course stresses the integration of structure and function of these systems and includes the relationships among biochemistry, physiology, and microscopic, macroscopic and developmental anatomy of each system. Normal structure and function of these systems are emphasized. The roles of the nervous and endocrine systems in the regulation of the function of these systems are also included. The bases for clinical tests used to evaluate each system are discussed. Pertinent clinical applications are highlighted to provide relevance to future clinical experiences. Course instruction includes lectures, laboratory experiments, human dissection, video-microscope projections, and small group discussions. This course also contributes content to the integrated small-

group case tutorials in Clinical Chiropractic II.

Prerequisites: Anatomy, Physiology, & Histology I, and Human Biochemistry.

AN0205

Functional Anatomy & Biomechanics II
105 units/ 5 units

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

Prerequisites: Admission to College.

AN0304

Anatomy, Physiology, & Histology III
150 units/ 8 units

This course is devoted primarily to the study of the human endocrine, digestive, urinary and reproductive systems. The course stresses the integration of structure and function of these systems and includes the relationships among biochemistry, physiology, and microscopic, macroscopic and developmental anatomy of each system. Normal structure and function of these systems are emphasized. The roles of the nervous and endocrine systems in the regulation of the function of these systems are also included. The bases for clinical tests used to evaluate each system are discussed. Pertinent clinical applications are highlighted to provide relevance to future clinical experiences. Course instruction includes lectures, laboratory experiments, human dissection, video-microscope projections, and small group discussions.

Prerequisites: Anatomy, Physiology, & Histology I, and Human Biochemistry.

BN0102
Human Biochemistry
 90 hours/ 5 units

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

Prerequisites: Admission to College.

BN0303
Biochemical Nutrition
 60 hours/ 4 units

This is a basic nutrition course that deals with the following aspects of human nutrients: chemistry, food source, storage in the body, mobilization, function, daily requirement, interaction, and the signs of deficiency or toxicity. Biochemical actions of nutrients are emphasized. Principles of nutrition, recommended dietary allowances, various dietary guidelines, and important nutrition issues for the various stages of the life cycle, and nutrition facts versus fads are studied. Correlation of nutrition with other basic and clinical sciences, and the role of nutrition in clinical practices are mentioned wherever appropriate. Course instruction includes lectures, classroom exercises, assigned topic presentations by students, group discussion in the Patient's Week, videotape presentation, and homework assignments.

Prerequisites: Human Biochemistry.

BN0507
Clinical Nutrition
 90 hours/ 5 units

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

Prerequisites: Biochemical Nutrition.

PM0301
General Pathology & Immunology
 60 hours/ 4 units

The course introduces the student to the basic aspects of disease, including etiology, pathogenesis, morphological changes and functional abnormalities. Emphasis is on the fundamental processes involved and their relationships to clinical presentation. The functions of the immune system and selected immunological disorders will be discussed. Teaching methods include audio-visual presentations during lectures, and correlation with clinical cases.

Prerequisites: Anatomy, Physiology, & Histology I & II; Functional Anatomy & Biomechanics I & II; concurrent enrollment in, or previous completion of, Anatomy, Physiology, & Histology III, and Biochemical Nutrition.

PM0403
Community Health
 60 hours/ 4 units

The course is designed to promote the acquisition of knowledge & attitudes appropriate to the field of Public & Community Health. It realizes that community health is not a single specialty but consists of a number of fields, each of which makes its own special contribution to the common cause. Various talents and special areas of expertise come together to comprise the public health team. They require a common base from which to operate and a common understanding of community health objectives and public health methods. Students are made aware of their obligations and also obligations of their associates to help in the resolution of complex community health problems.

Prerequisites: General Pathology & Immunology, concurrent enrollment in; or previous completion of Clinical Microbiology.

PM0404
Clinical Microbiology
 75 hours/ 4 units

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

Prerequisites: Anatomy, Physiology, & Histology I & III, Human Biochemistry, and General Pathology & Immunology.

PM0405
Systemic Pathology
75 hours/ 5 units

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

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

Department of Principles and Practice

CP0101
Palpation I
60 hours/ 2 units

This laboratory course is designed to develop the skills to touch, feel, identify and evaluate the bony and soft tissue structures of the spine, pelvis and occiput. Visual analysis is demonstrated and practiced to observe the relationships of the locomotor system. Postural analysis, static palpation and motion palpation are integrated to form the basis for a structural evaluation of the spine and pelvis.

Prerequisites: Admission to College.

CP0202
Palpation II
60 hours/ 2 units

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

Prerequisites: Palpation I.

CP0304
Chiropractic Procedures I
105 hours/ 4 units

This laboratory and lecture course focuses on articular and soft tissue procedures, which are complementary to the chiropractic adjustment. Mobilization techniques for the spine and extremities are presented and practiced. A variety of soft tissue treatment techniques are explored. Static

and dynamic palpation, postural and gait analysis, and muscle function testing are presented as part of the development of an overall musculoskeletal analysis. Emphasis in lab is placed on skills development. The lecture series focuses on the history and scientific basis for the soft tissue and mobilization techniques that are taught.

Prerequisites: Palpation II and Functional Anatomy & Biomechanics I & II.

CP0405
Chiropractic Procedures II
135 hours/ 5 units

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

Prerequisites: Chiropractic Procedures I.

CP0506
Physiologic Therapeutics I
45 hours/ 2 units

The primary objective of the course work in physiological therapeutics is that aspect of chiropractic practice, which involves the diagnosis, and treatment of body dysfunction utilizing various forms of mechanical, thermal, and electrical agents that are in common use. The course is also intended to enable the student to develop rational treatment objectives, establish an effective treatment plan, and effectively apply selected treatment modalities for a variety of conditions. The course utilizes both lecture and lab exercises.

Prerequisites: Chiropractic Procedures II, General Pathology & Immunology, and Neuromusculoskeletal Diagnosis I.

CP0508
Chiropractic Procedures III
105 hours/ 4 units

This course is designed to develop the knowledge, skills, and behaviors necessary for the treatment of articular dysfunctions of the cervical spine, temporomandibular joint, glenohumeral joint, acromioclavicular joint, sternoclavicular joint, and scapulothoracic articulation. Diversified (integrative) adjustive techniques are empha-

sized. Postural and visual analysis, static and motion palpation, functional muscle testing, applied biomechanics, and radiographic interpretations are correlated to provide the student with an integrated approach to analysis and treatment. Lectures are designed to present information relevant to procedures taught and practiced in the lab. The management of select clinical cases will be presented to illustrate the clinical application of adjustive and other treatment procedures.

Prerequisites: Chiropractic Procedures II.

*CP0608
Physiologic Therapeutics II
60 hours/ 3 units*

The primary goal of the course is to develop an understanding of exercise techniques that are used in the rehabilitation of chiropractic patients. The course is also intended to enable the student to develop rational treatment goals and to establish an effective treatment plan for a variety of common conditions. As part of any efforts to rehabilitate patients with musculoskeletal conditions, emphasis will be placed on methods of prevention, both at home and in the workplace. The course utilizes both lecture and laboratory exercises.

Prerequisites: Chiropractic Procedures I, II, & III and Neuromusculoskeletal Diagnosis I & II.

*CP0609
Chiropractic Procedures IV
60 hours/2 units*

This course is designed to develop the knowledge, skills, and attitudes necessary for the treatment of articular dysfunctions of the thoracic spine, rib cage, elbow, wrist, and hand. Diversified (integrative) adjustive techniques are emphasized. Postural and visual analysis, static and motion palpation, functional muscle testing, applied biomechanics, and radiographic interpretations are correlated to provide the student with an integrated approach to analysis and treatment. Lectures are designed to present information relevant to procedures taught and practiced in the lab. The management of select clinical cases will be presented to illustrate the clinical application of adjustive and other treatment procedures.

Prerequisites: Chiropractic Procedures III.

*CP0712
Specialized Chiropractic Procedures
60 hours/ 3 units*

This laboratory and lecture course focuses on specialized chiropractic procedures designed specifically to complement adjustive procedures previously learned. Analytical tools are taught for critically evaluating the myriad of "techniques" practiced under the name of chiropractic. Valuable treatment procedures are presented based on their rationale, their useful clinical application, their compatibility with diversified techniques, and their prevalence in the chiropractic profession.

Prerequisites: Chiropractic Procedures I, II, III, & IV.

*CP0713
Physiologic Therapeutics III
45 hours/2 units*

The objective of this course is to competently perform a diagnostic and functional assessment of the extremities. The course is also intended to enable the student to set-up and modify treatment plans and exercise programs as needed. The course utilizes a variety of active learning methodologies and lab exercises, including case based scenarios.

Prerequisites: Physiologic Therapeutics II, Chiropractic Clinical Applications, and Differential Diagnosis I.

*CP0714
Clinically Applied Manual Procedures Review
60 hours/ 2 units*

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

Prerequisites: Chiropractic Procedures III & IV.

*ID0101
Clinical Chiropractic I
30 hours/ 1 unit*

This course is designed to introduce the student to basic aspects of clinical chiropractic practice. Emphasis is placed on effective verbal and written communication and interpersonal skills during the patient interview, the doctor-patient relationship, and record keeping at an introductory level. Emphasis is also placed on the use of essential medical terminology in the course of clinical practice. Selected topics related to case management are discussed.

Prerequisites: Admission to College.

*ID0202
Clinical Chiropractic II
30 hours/ 1 unit*

This laboratory course is designed to focus on the various components of clinical decision-making. Topics to be discussed include the case history, treatment plan, record keeping, and patient compliance. Emphasis will be on the concepts fundamental to evaluating a patient and developing an appropriate diagnosis. The need for a management plan that will address the patient's condition will be presented.

Prerequisites: Clinical Chiropractic I.

ID0605
Clinical Chiropractic Applications
90 hours/ 4 units

The primary purpose of the course is to integrate the skills used in diagnosis with those involved in patient assessment and management. Emphasis is on providing the student with an opportunity to apply previously learned chiropractic evaluation and management procedures in a simulated clinical setting. The conditions addressed in this course are those conditions that are commonly seen in a chiropractic practice and are amenable to chiropractic management. This includes patient problems encountered at various stages of the life cycle, and will include selected emergency situations. The course utilizes both lecture and lab exercises with the emphasis on development, integration, and refinement of diagnostic and treatment skills.

Prerequisites: Chiropractic Procedures III, Neuromusculoskeletal Diagnosis II, Physiologic Therapeutics I, Clinical Nutrition, and Scientific Basis for Chiropractic.

PP0102
Fundamental Concepts of Chiropractic
30 hours/ 1 unit

This course is designed to develop an understanding of the various aspects of chiropractic, including its practice and philosophy, the role of the doctor of chiropractic and the chiropractic profession in today's health care setting.
Prerequisites: Admission to College.

PP0204
The Evolution of Health Care
30 hours/ 2 units

This course is designed to acquaint the student with the origin, development and future of today's health care system, with an emphasis on the role of alternative therapies. Slide/lecture presentations, reading assignments, guest presentations and class participation are key learning methodologies used in this course.
Prerequisites: Admission to College.

PP0304
Philosophy and Reasoning in Chiropractic
30 hours / 2 units

The successful student in this course will 1) develop an understanding of the relationships among the art, science, and philosophy in chiropractic, 2) explore and understand ways of knowing in the healing arts, including the use of informal logic and reasoning, and 3) understand and discuss the continuum of thinking in chiropractic today. The ultimate goal is to guide the student in rational decision making to maximize patient-centered health care in chiropractic practice.
Prerequisites: Fundamental Concepts of Chiropractic, and The Evolution of Health Care.

PP0510
Scientific Basis of Chiropractic
60 hours/ 4 units

This lecture course is designed to develop an understanding of the scientific basis of the chiropractic model of health care, as well as the significance and scientific support for the therapeutic tools used by chiropractors.

Prerequisites: Philosophy & Reasoning in Chiropractic, Systemic Pathology, Chiropractic Procedures II, Neuromusculoskeletal Diagnosis I, and The Evolution of Health Care.

PP0601
Practice Management I
30 hours/ 2 units

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

Prerequisites: None.

PP0606
Ethics in Chiropractic
30 hours/ 2 units

The purpose of this course is to increase the awareness of ethics in the chiropractic profession. It is also intended to assist the student in resolving ethical dilemmas by applying problem solving techniques.

Prerequisites: Fundamental Concepts of Chiropractic.

PP0702
Practice Management I
30 hours/ 2 units

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

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

Department of Diagnosis

DX0201

Physical Examination Skills I
75 hours/ 3 units

Physical Examination Skills I is a beginning clinical skills course with the main emphasis on examination of the human body, limited to body regions that have been studied previously in APH (Anatomy/Physiology/Histology) I or concurrently in APH II. 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 that focus clinical reasoning. This course also contributes content to the integrated small-group case tutorials in Clinical Chiropractic II.

Prerequisites: Anatomy, Physiology, & Histology I, Clinical Chiropractic I, concurrent enrollment in, or previous completion of Anatomy, Physiology, & Histology II.

DX0302

Physical Examination Skills II
45 hours/ 2 units

Physical Examination Skills II is a beginning clinical skills course with the main emphasis on examination of the human body, limited to body regions that have been studied previously in APH (Anatomy/Physiology/Histology) I and APH II or concurrently in APH III. 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, & Histology I & II, Clinical Chiropractic I & II; Physical Examination Skills I; concurrent enrollment in, or previous completion of, Anatomy, Physiology, & Histology III.

DX0403

Neuromusculoskeletal Diagnosis I
105 hours/ 5 units

This course introduces the student to the etiology, pathogenesis, and morphological changes of diseases of the neuromusculoskeletal system. It is designed to enable the student to develop knowledge and skills necessary for

the diagnosis of significant conditions seen in typical chiropractic practice. These include disorders affecting the neuromusculoskeletal components of the lumbar spine, pelvis, and lower extremities. The methods of instruction will include lectures, clinical skills laboratories and participation in clinical cases.

Prerequisites: Normal Radiographic Anatomy II, Physical Examination Skills II, Anatomy, Physiology & Histology I, Chiropractic Procedures I, and General Pathology & Immunology.

DX0504

Neuromusculoskeletal Diagnosis II
90 hours/ 4 units

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

Prerequisites: Neuromusculoskeletal Diagnosis I.

DX0601

Clinical Laboratory Diagnosis
30 hours/2 units

This course is designed to develop a basic understanding of clinical laboratory procedures.

Prerequisites: Anatomy-Physiology-Histology II & III, Human Biochemistry, General Pathology & Immunology, Systemic Pathology, Clinical Microbiology, Neuromusculoskeletal Diagnosis I & II, and concurrent enrollment in Differential Diagnosis I.

DX0613

Differential Diagnosis I
60 hours/4 units

This course is designed to develop the reasoning (problem solving) skills of students as they relate to the diagnosis of Neuromusculoskeletal (NMS) clinical problems encountered in the practice of chiropractic. Emphasis is placed on the proper use of diagnostic procedures (protocols) in the collection and interpretation of clinical data and in the testing of diagnostic hypotheses.

Prerequisites: General Pathology & Immunology, Systemic Pathology, Neuromusculoskeletal Diagnosis I & II, and Normal Radiographic Anatomy II.

DX0707

Emergency Procedures
45 hours/ 2 units

This course prepares the student for common medical emergencies that may be encountered in the pre-hospital setting. It includes practical skills and training in the care

and recognition of cardiac, respiratory and other medical emergencies and trauma. It requires competence in basic life support, bandaging, splinting, and other emergency techniques.

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

DX0708

*Differential Diagnosis II
60 hours/ 4 units*

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

Prerequisites: Differential Diagnosis I and Clinical Laboratory Diagnosis.

DX0806

*Dermatology
15 hours/ 1 unit*

To recognize and identify common dermatological disorders that may be encountered in chiropractic practice, and to provide appropriate management and/or collaborative care.

Prerequisites: Differential Diagnosis II and Clinical Chiropractic Applications.

DX0807

*Clinical Psychology
15 hours/ 1 unit*

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

Prerequisites: Differential Diagnosis II and Clinical Chiropractic Applications.

DX0812

*Obstetrics and Gynecology
30 hours/ 2 units*

This course is designed to review the anatomy and physiology of the female reproductive system and to discuss associated disorders amenable to chiropractic care and collaborative care. Emphasis is placed upon pregnancy, labor and puerperium, and problems associated with

pregnancy, as well as common gynecological complaints. Pelvic and rectal examinations are performed on synthetic anatomical models.

Prerequisites: Differential Diagnosis II and Clinical Chiropractic Applications.

DX0813

*Eyes, Ears, Nose and Throat
15 hours/ 1 unit*

To recognize and diagnose common EENT conditions which may be seen in chiropractic practice, and determine appropriate management and/or collaborative care.

Prerequisites: Differential Diagnosis II.

DX0814

*Pediatrics
30 hours/ 2 units*

This course is designed to provide clinical information related to the diagnosis and management of conditions associated with the pediatric patient. Special emphasis will be placed upon the application of chiropractic care of infants and children. Material will be presented in lecture format, as well as through group discussion, demonstration, and out-of-class assignments.

Prerequisites: Differential Diagnosis II, Imaging Interpretation II, and Clinical Chiropractic Applications.

DX0815

*Geriatrics
30 hours/ 2 units*

This course is designed to provide clinical information on factors that contribute to functional decline of the elderly. The student learns to identify the normal and pathophysiological features attending aging and to apply diagnostic and management principles specific to an older person. Emphasis is placed on a chiropractor's role in assisting the older patient with maintaining independence and how community resources benefit the aged population.

Prerequisites: Differential Diagnosis II, Clinical Chiropractic Applications, Physiologic Therapeutics III, Imaging Interpretation II, and Seventh Term Internship.

XR0201

*Normal Radiographic Anatomy I
45 hours/ 2 units*

Radiographic anatomy of the extremities and chest will be covered. Basic principles of x-ray production and image formation will be covered. Laboratory experience is emphasized in order to develop skills and pattern recognition regarding radiographic anatomy. Lectures are presented to assist and focus the student for the laboratory portion of the course. This course also contributes content to the integrated small-group case tutorials in Clinical Chiropractic II.

Prerequisites: Concurrent enrollment in Functional Anatomy & Biomechanics II.

XR0302
Normal Radiographic Anatomy II
45 hours/ 2units

Radiographic anatomy of the abdomen, spine, and head will be discussed, using both plain films and appropriate special imaging. As in Normal Radiographic Anatomy I, the laboratory experience is emphasized and involves the evaluation and study of selected x-rays by the student. Lectures are presented to assist and focus the student for the laboratory portions of the course.

Prerequisites: Anatomy, Physiology, & Histology I, Functional Anatomy & Biomechanics I, and Normal Radiographic Anatomy I.

XR0505
X-Ray Physics & Protection
60 hours/ 3 units

This course deals with the fundamentals of physics necessary to understand the production of a plain film radiograph and assessment of radiographic quality. The production of x-rays, the interactions of x-rays with matter and the formation and enhancement of the radiographic image are covered. The biological effects of ionizing radiation, dose levels to occupational workers and the general public, and methods to minimize dose levels are discussed. Methods of instruction include lecture and laboratory assignments.

Prerequisites: Normal Radiographic Anatomy I & II, Anatomy, Physiology, & Histology I, II, & III, and Clinical Chiropactic II .

XR0605
Imaging Interpretation I
75 hours/ 3 units

This course focuses on the development of interpretive skills in the area of radiology of the arthritides spondylolisthesis and scoliosis. A variety of articular disorders and their radiographic presentations will be presented. In addition, practical application of advanced imaging modalities in the assessment of musculoskeletal articular pathology will be presented.

Prerequisites: Normal Radiographic Anatomy I & II.

XR0608
Radiologic Positioning & Technology
30 hours/ 1 unit

This course is designed to provide the student with the skills and knowledge necessary to produce optimum quality radiographs in the clinical setting. The various aspects of radiographic positioning, factor calculation, film development and film storage are presented. The course is centered in the laboratory to better facilitate development of the necessary skills in a hands-on atmosphere.

Prerequisites: X-Ray Physics & Protection.

XR0706
Imaging Interpretation II
90 units/ 4 units

This course focuses on the development of radiographic interpretive and diagnostic skills in the areas of tumors, fractures, infection, endocrine/metabolic, vascular, and dysplasias. Methods of instruction employ lecture and laboratory strategies. Two of the four required lab hours are unscheduled, allowing the student to study independently in the Radiological Learning Laboratory. Hours of availability for the lab are posted on the RLL door. Two hours of the lab are scheduled for instructional and assessment activities.

Prerequisites: Neuromusculoskeletal Diagnosis II, Systemic Pathology, and Imaging Interpretation I.

XR0709
Advanced Imaging & Clinical Decision Making
30 hours/ 2 units

This course will expand upon the principles learned in X-Ray Physics and Protection to include the effects of radiation on the human body. There is an emphasis placed upon the advanced imaging modalities and clinical decision-making with regard to them. Methods of instruction will include lecture, text, Internet reading, and course assignments. Students will be asked to make and defend decisions and protocols employed for imaging of patient problems.

Prerequisites: X-Ray Physics & Protection, Neuromusculoskeletal Diagnosis I & II, Differential Diagnosis I, and Imaging Interpretation I.

Department of Integrated Disciplines

ID0404
Integrative Competency Examination I (ICE I)
0 hours/ 0 units

The ICE I is designed to assess the student's knowledge and skills of selected content and competencies contained in the curriculum through the third term, and some of fourth term. The assessment methods utilized are the Objectively Structured Clinical Examination (OSCE) and written examination.

Prerequisites: Currently enrolled in or completed Term 4. Successful completion of courses through Term 3 and a minimal CGPA of 2.0

ID0606
Integrative Competency Examination II (ICE II)
0 hours/ 0 units

The ICE II is designed to assess the student's knowledge and skills of selected content and competencies contained in the curriculum through the fifth term, and some of sixth term. The assessment methods utilized are the Objectively Structured Clinical Examination (OSCE) and written examination.

Prerequisites: Currently enrolled in or completed Term 6. Successful completion of courses through Term 5, successful completion of ICE I, and a minimal CGPA of 2.0.

ID0809
Integrative Competency Examination III (ICE III)
0 hours/ 0 units

The ICE III is designed to assess the student's knowledge and skills of selected content and competencies contained in the curriculum through the seventh term. The assessment methods utilized are the Objectively Structured Clinical Examination (OSCE) and written examination.

Prerequisites: Successful completion of courses through Term 7, successful completion of ICE I and ICE II, and a minimal CGPA of 2.0.

Successful completion of all courses through Term 7, successful completion of ICE I, and a minimal CGPA of 2.0.

ID0909
Integrative Competency Examination IV (ICE IV)
0 hours/ 0 units

The ICE IV designed to assess the student's knowledge and skills of selected content and competencies contained in the curriculum through the ninth term. The assessment methods utilized are the Objectively Structured Clinical Examination (OSCE) and written examination.

Prerequisites: Current enrollment in or completion of Term 9. Successful completion of courses through Term 8, successful completion of ICE I, ICE II, ICE III and a minimal CGPA of 2.0.

Division of Research

RE0503
Research Methods
3 hours/2 units

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

Prerequisites: Philosophy & Reasoning in Chiropractic.

Department of Chiropractic Internship

CL0812
Clinic Lab Clerkship
15 hours / 1 unit

This course offers the opportunity for the student to receive hands-on practice and experience in Clinical Hematology, Blood Chemistries, Urinalysis and Serology. It also allows the opportunity to elect to receive a phlebotomy certificate.

Prerequisites: Differential Diagnosis II, concurrent enrollment in Clinical Internship I.

CL0816
Clinical Internship I
360 hours / 12 units

This course is designed to develop the knowledge, skills and attitudes necessary for clinic practice. Student interns actively participate in patient care while under the supervision of a licensed doctor of chiropractic who has met specified competencies as described within the College curriculum.

Prerequisites: Successful completion of all courses inclusive of Terms I – VII, GPA of 2.0 or higher, current basic cardiovascular life support certification, approval of the Associate Dean of the Clinical Internship Division.

CL0817
Practice Management III
30 hours / 2 units

This course presents the fundamental aspects of insurance, collections, patient management, practice management and marketing skills required by the graduating doctor of chiropractic in preparing for work in private practice and managed care settings. Active class participation, small group workshops, guest speakers, an insurance workbook, video presentations, and self-directed course projects are utilized.

Prerequisite: Enrollment in, or completion of, Clinic Internship I.

CL0905
Clinical Internship II
450 hours / 15 units

This course is designed to develop the knowledge, skills and attitudes necessary for clinic practice. Student interns actively participate in-patient care while under the supervision of a licensed doctor of chiropractic, and engage in various other educational experiences. Clinical

Internship II is the middle stage of a comprehensive, sequential three-part clinical education program which culminates in the graduation of doctors of chiropractic who have met specified competencies as described within the curriculum.

Prerequisites: Clinical Internship I, all Term VIII courses, 2.0 GPA or higher, and current basic cardiovascular life support certification.

*CL0917
Advanced Clinical Topics
15 hours / 1 unit*

This course is designed to develop knowledge and skills in specified areas, which are important for clinical practice. Students participate in small group discussions and perform self-directed projects. Included in this course are journal clubs, case rounds, lab cases, a research project and emergency care scenarios.

Prerequisite: Current enrollment in Clinical Internship II.

*CL1001
Clinical Internship III
450 hours / 15 units*

This course is designed to develop the knowledge, skills, and attitudes necessary for clinic practice. Student interns actively participate in patient care, either in a College clinic or in a private office setting, while under the supervision of a college-approved licensed doctor of chiropractic, complete a clinical research project, and engage in various educational experiences. Clinical Internship III is the final stage of a comprehensive, sequential, three-part educational program, which culminates in the graduation of doctors of chiropractic who meet specified competencies as described within the College's curriculum.

Prerequisites: Clinical Internship II and all Term IX courses, GPA of 2.0 or greater, and current basic life support certification.

*ID0716
Seventh Term Internship
90 hours/ 3 units*

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

Prerequisites: Successful completion of all courses through Term VI.

*ID0717
Patient Management
15 hours/ 1 unit*

Patient management is an introductory course of clinical and practice management procedures. This is accomplished through lectures and participation with standardized patients where the student will respond to a variety of practice scenarios.

Prerequisites: Clinical Chiropractic Applications, Physiological Therapeutics II, Clinical Nutrition, Differential Diagnosis I, Imaging Interpretation I, Chiropractic Procedures IV, Integrative Competency Examination I.

Academic Program

College of Acupuncture and Oriental Medicine

The newest college within the Southern California University of Health Sciences system, the College of Acupuncture and Oriental Medicine (2000) has joined a proud tradition in education and achievement that is almost a century old. Founded in 1911, SCU started its reputation in excellence with Los Angeles College of Chiropractic – now widely recognized as the pioneer and leader in innovative chiropractic education.

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

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

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

CAOM Accreditation

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

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

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

Suite #820, Greenbelt, Maryland 20770, phone (301) 313-0855; fax (301) 313-0912.

The Degree

Graduates of the College receive a Master of Acupuncture and Oriental Medicine Degree (MAOM), following 172 trimester units (3,330 hours), including 1,050 hours of clinical training.

2-9-23

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

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

Nine abilities are included in the curriculum:

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

There are 23 competencies integrated into the educational process:

- History Taking
- Physical Examination

- Neuromusculoskeletal Examination
- Laboratory and imaging interpretation
- Oriental Medicine Diagnosis
- Western Differential Diagnosis
- Referral/Collaborative Care
- Treatment Plan
- Acupuncture Therapy
- Tui-Na/Massage Therapy
- Oriental Medicine Breathing Exercises
- Psychosocial Assessment
- Emergency Procedures
- Case Follow-Up and Review
- Record Keeping
- Herbal Therapy
- Nutritional Counseling
- Practice Management
- Research and Medical Informatics
- Professional Responsibility
- Communication
- Prevention/Health Promotion
- Public Health Issues

Curriculum

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

Course Identification

The course identification system is based upon the following format:

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

Department designation is evident by the next two letters:

AC	=	Acupuncture
AN	=	Anatomy/Physiology
BN	=	Biochemistry/Nutrition
BS	=	Basic Sciences
CL	=	Clinical Internship
DX	=	Diagnosis
HB	=	Herbology
ID	=	Interdisciplinary
PM	=	Pathology/Microbiology
PP	=	Principles & Practice
RE	=	Research
XR	=	Radiology

The next one digit indicates the term in which the course is offered:

- 1 = Term I
- 2 = Term II
- 3 = Term III
- 4 = Term IV
- 5 = Term V
- 6 = Term VI
- 7 = Term VII
- 8 = Term VIII
- 9 = Term IX

The final two digits indicate the course sequence.

Trimester Units

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

Representative Trimester Schedule of Classes

Course Number Course Title	Lec.	Lab.	Total Hours	Units
<i>Trimester I</i>				
AAC101 Intro to Acupuncture	3	0	45	3
AAN101 Anatomy/Physiology I	3	2	75	4
ABS106 History of Medicine	1	0	15	1
ABS107 Medical Terminology/History Taking	0	2	30	1
AHB101 Introduction to Herbology	2	0	30	2
APP101 Oriental Medicine Theories I	3	0	45	3
APP105 Tai Ji/Qi Gong	0	2	30	1
APP106 Basic OM Terminology	3	0	45	3
21 hour/week	15	6	315	18
<i>Trimester II</i>				
	Lec.	Lab.	Hours	Units
AAC202 Acup Meridians & Points I	3	0	45	3
AAN202 Anatomy/Physiology II	3	2	75	4
ABN203 Western Nutrition	4	0	60	4
AHB203 Materia Medica I	3	0	45	3
APP203 Oriental Medicine Diagnosis	2	2	60	3
ARE201 Research Methodology	2	0	30	2
AXR201 Fundamental Radiology	2	2	60	3
25 hour/week	19	6	375	22
<i>Trimester III</i>				
	Lec.	Lab.	Hours	Units
AAC303 Acup Meridians & Points II	3	0	45	3
AAN303 Anatomy/Physiology III	3	2	75	4
ABN301 Pharmacology	2	0	30	2
ACL301 Clinical Observation I	0	6	90	3
AHB304 Materia Medica II	3	0	45	3
APM302 General Pathology	3	0	45	3
APP302 Oriental Medicine Theories II	3	0	45	3
25 hours/week	17	8	375	21
<i>Trimester IV</i>				
	Lec.	Lab.	Hours	Units
AAC404 Acup Meridians & Points III	3	0	45	3
AAC405 Acupuncture Techniques I	1	2	45	2
ACL402 Clinical Observation II	0	6	90	3
ADX402 Physical Examination	1	2	45	2
AHB405 Materia Medica III	3	0	45	3
AID402 Acupuncture Competency Exam (ACE) I	0	0	0	0
APM403 Systemic Pathology	3	0	45	3
APP401 OM Critical Thinking I	3	0	45	3
24 hours/week	14	10	360	19

	Lec.	Lab.	Hours	Units
<i>Trimester V</i>				
AAC506 Acupuncture Techniques II	1	2	45	2
ACL505 Clinical Internship (Supervised Practice) I	0	10	150	5
ADX503 Neuromusculoskeletal Examination	1	2	45	2
ADX504 Laboratory Diagnosis	2	0	30	2
AHB506 Formulas & Strategies I	3	0	45	3
APP510 Tui-Na/Massage/Acupressure	1	2	45	2
AXR502 Imaging Interpretation	1	2	45	2
27 hours/week	9	18	405	18

	Lec.	Lab.	Hours	Units
<i>Trimester VI</i>				
AAC605 Acupuncture Prescriptions I	3	0	45	3
ACL606 Clinical Internship (Supervised Practice) II	0	10	150	5
ADX604 Emergency Procedures	1	2	45	2
AHB607 Formulas & Strategies II	3	0	45	3
AHB608 Formulas & Strategies III	3	0	45	3
APP607 Ethics in Oriental Medicine	2	0	30	2
APP608 Practice Management	3	0	45	3
27 hours/week	15	12	405	21

	Lec.	Lab.	Hours	Units
<i>Trimester VII</i>				
AAC706 Acupuncture Prescriptions II	3	0	45	3
ACL707 Clinical Internship (Supervised Practice) III	0	10	150	5
ADX701 Clinical Sciences/Medicine I	3	0	45	3
AHB709 OM Nutrition/Diet	1	2	45	2
AID701 Acupuncture Competency Exam (ACE) II	0	0	0	0
APP702 OM Critical Thinking II	3	0	45	3
APP710 Classics Chinese Medicine (Shang Han Lun)	3	0	45	3
25 hours/week	13	12	375	19

	Lec.	Lab.	Hours	Units
<i>Trimester VIII</i>				
ACL808 Clinical Internship (Independent Practice) I	0	14	210	7
ADX802 Clinical Sciences/Medicine II	3	0	45	3
APP811 OM Internal Medicine I	3	0	45	3
APP813 OM Infectious Disease (Wen Bing Xue)	2	0	30	2
APP814 OM Gynecology	3	0	45	3
25 hours/week	11	14	375	18

	Lec.	Lab.	Hours	Units
<i>Trimester IX</i>				
ACL906 Clinical Internship (Independent Practice) II	0	14	210	7
ADX903 Clinical Sciences/Medicine III	3	0	45	3
AID901 Acupuncture Competency Exam (ACE) III	0	0	0	0
APP912 OM Internal Medicine II	3	0	45	3
APP903 OM Critical Thinking III	3	0	45	3
23 hours/week	9	14	345	16

Trimester Contact Hours:

Trimester I	315	Trimester VI	405
Trimester II	375	Trimester VII	375
Trimester III	375	Trimester VIII	375
Trimester IV	360	Trimester IX	345
Trimester V	405	Total Hours	3300

Course Descriptions

College of Acupuncture and Oriental Medicine

AAC101

Introduction to Acupuncture 45 hours / 3 units

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

Prerequisite: Admission to College

AAC202

Acupuncture Meridians & Points I 45 hours / 3 units

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

AAC303

Acupuncture Meridians & Points II 45 hours / 3 units

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

AAC404

Acupuncture Meridians & Points III 45 hours / 3 units

This course covers the meridian theories and acupuncture points other than those covered in the courses of Acupuncture & Points I and II. The material of this course includes the theories of Twelve Divergent Meridians,

Fifteen Collaterals, Twelve Muscle Regions, and Twelve Cutaneous Regions. The special theories and therapeutic functions of the Extra Points, Head Acupuncture and Ear Acupuncture are included as well. There is demonstration and practice of locating the extra points and ear points and measuring the head acupuncture lines at class exercise.
Prerequisite: Anatomy/Physiology I, Introduction to Acupuncture

AAC405

Acupuncture Techniques I 45 hours / 2 units

This course involves the actual practice of needling techniques on acupuncture points of various meridians covering the entire body. Students will needle the acupuncture points under close supervision of the instructors to ensure precise insertion skills, angle, and depth of acupuncture techniques. The students will learn how to avoid damaging the underlying vessels, nerves, or vital organs when puncturing those critical points. In this course, students will practice the needling techniques on the assigned points of the Lung, Large Intestine, Stomach, Spleen, Heart, Small Intestine, and Urinary Bladder Meridians. Instructor's demonstration and student's hands-on practice are the major part of the course.
Prerequisite: Acupuncture Meridians & Points I, II

AAC506

Acupuncture Techniques II 45 hours / 2 units

This course is a continuation of the Acupuncture Techniques I. Students will continue to practice the needling techniques under close supervision on the Kidney, Pericardium, Triple Energizer, Gallbladder, and Liver Meridians. This course also covers the techniques of Reinforcing and Reducing manipulations and other acupuncture therapeutic methods, i.e., the Head Acupuncture, Ear Acupuncture, Cupping, Moxibustion, and Electroacupuncture. Instructor's demonstration and student's hands-on practice under supervision are the major part of learning in this course.
Prerequisite: Acupuncture Technique I

AAC605
Acupuncture Prescriptions I
45 hours / 3 units

This course involves the clinical aspect of acupuncture therapy in diseases or syndromes of various body systems. At first, there is a discussion about the basic principles of point selection for clinical treatment. Then the students will learn how to set up a therapeutic plan to prescribe acupuncture points based on the clinical diagnosis. There is also in-depth discussion about the modification of point selection according to differential diagnosis of each clinical syndrome in Oriental Medicine.

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

AAC706
Acupuncture Prescriptions II
45 hours / 3 units

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

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

AAN101
Anatomy/Physiology I
75 hours / 4 units

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

Prerequisite: Admission to College.

AAN202
Anatomy/Physiology II
75 hours / 4 units

This course presents the anatomy and physiology of the sense organs, endocrine, blood, respiratory, cardiovascular, lymphatic and immune systems. Instruction includes laboratory sessions that emphasize human dissection, physiology and includes small group discussions.

Prerequisite: Anatomy/Physiology I

AAN303
Anatomy/Physiology III
75 hours / 4 units

This course presents the anatomy and physiology of the digestive, urinary and reproductive systems as well as fluid

and electrolyte balance, plus acid-base balance. Instruction includes laboratory sessions that emphasize human dissection, physiology and include small group discussions.

Prerequisite: Anatomy/Physiology II.

ABN301
Pharmacology
30 hours / 2 units

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

Prerequisites: Admission to College

ABN203
Western Nutrition
60 hours / 4 units

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

Prerequisite: Admission to College

ABS106
History of Medicine
15 hours / 1 unit

This course is a self-directed survey course that covers the history of western and alternative medicine.

Prerequisite: Admission to College

ABS107
Medical Terminology/History Taking
30 hours / 1 unit

This course is a survey course that covers the basic elements of medical terminology. Students will learn the terminology for various systems in the human body, including the musculoskeletal, nervous, respiratory, digestive, cardiovascular, urinary, immune and reproductive systems. It also includes Western medical abbreviations and the formation of singular/plurals forms. Student will also learn the basic components of taking a patients history - both from a medical perspective as well as from an AOM perspective.

Prerequisite: Admission to College

*ADX402
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 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, skill laboratories and problem-based large group discussions which focus on clinical reasoning. *Prerequisites: Anatomy/Physiology I, II, & III.*

*ADX503
Neuromusculoskeletal Examination
45 hours / 2 units*

Neuromusculoskeletal Examination is a clinical skills course with the main emphasis on the neurologic and musculoskeletal examinations of the human body. The student will learn the essentials of neurological and musculoskeletal examinations and the principles of differential diagnosis of neurological and musculoskeletal diseases. The student will learn to select examination procedures that correlate with the patient's history, to perform those procedures, to integrate the findings with the historical data, and to document relevant clinical findings. The method of instruction will include lectures, demonstrations and clinical skill laboratories. *Prerequisites: Anatomy/Physiology I, II, & III. Physical Examination*

*ADX504
Laboratory Diagnosis
30 hours / 2 units*

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

*ADX604
Emergency Procedures
45 hours / 2 units*

This course prepares the student for common medical emergencies that may be encountered in the pre-hospital setting. It includes practical skills and training in the care and recognition of cardiac, respiratory, other medical

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

*ADX701
Clinical Science/Medicine I
45 hours / 3 units*

This course covers the etiology, epidemiology, pathophysiology, diagnosis and treatment of cardiovascular, nervous and gastrointestinal disorders. *Prerequisites: Systemic Pathology, Neuromusculoskeletal Examinations, Laboratory Diagnosis.*

*ADX802
Clinical Science/Medicine II
45 hours / 3 units*

This course covers the etiology, pathophysiology, diagnosis and treatment of pulmonary, infections hematological, gynecology/obstetrical pediatrics, ENT, and dermatological disorders. *Prerequisites: Systemic Pathology, Neuromusculoskeletal Examinations, Laboratory Diagnosis.*

*ADX903
Clinical Science/Medicine III
45 hours / 3 units*

The course covers the etiology, epidemiology, pathophysiology, diagnosis and treatment of hepatobiliary disorders, connective tissue disorders, metabolic disorders, musculoskeletal disorders, psychiatric disorders, dental/oral disorders, sports injury, and immunologic disorders. *Prerequisites: Systemic Pathology, Neuromusculoskeletal Examination, Laboratory Diagnosis.*

*AHB101
Introduction to Herbology
30 hours / 2 units*

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

*AHB203
Materia Medica I
45 hours / 3 units*

This course covers the tastes, properties, channels, dosage, indications, major combinations, and cautions/contraindications for individual herbs in different

categories. This course covers Herbs that Release the Exterior, Herbs that Clear Heat, Downward Draining Herbs, Herbs that Drain Dampness, Herbs that Dispel Wind-Dampness, , Herbs that Transform Phlegm and Stop Coughing, Aromatic Herbs that Transform Dampness, Herbs that Relieve Food Stagnation, and Herbs that Regulate the Qi. Course instruction includes lectures, herbal identifications, small-group discussions and problem-based, small-group, tutorials.

Prerequisites: Introduction to Herbology

*AHB304
Materia Medica II
45 hours / 3 units*

This course teaches the tastes, properties, channels, dosage, indications, major combinations, and cautions/contraindications for individual herbs in different categories. This course covers Herb that Regulate the Blood, Tonifying Herbs, Herbs that Stabilize and Bind, Herbs that Regulate the Qi, and Aromatic Herbs that Transform Dampness. Course instruction includes lectures, herbal identifications and discussions.

Prerequisites: Introduction to Herbology

*AHB405
Materia Medica III
45 hours / 3 units*

This course teaches the tastes, properties, channels, dosage, indications, major combinations, pair herbs and cautions/contraindications for individual herbs in different categories. This course covers Herbs that Drain Dampness, Substances that Calm the Spirit, Substances that Extinguish Wind and Stop Tremors, Aromatic Substances that Open the Orifices, Herbs that Transform Phlegm and Stop Coughing, Herbs that Relieve Food Stagnation, and Herbs that Expel Parasites. Course instruction includes lectures, herbal identifications, small-group discussions and problem-based, small-group, tutorials.

Prerequisites: Introduction to Herbology

*AHB506
Formulas & Strategies 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, small-group discussions and problem-based, small-group, tutorials.

Prerequisites: Materia Medica I, II, & III

*AHB607
Formulas & Strategies II
45 hours / 3 units*

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

Prerequisites: Materia Medica I, II, & III

*AHB608
Formulas & Strategies III
45 hours / 3 units*

This course teaches the ingredients, preparation, actions, indications, analysis of formula, cautions/contraindications and modification of herbal formulas in different categories. This course covers Formulas that Expel Dampness, Formulas that Treat Dryness, Formulas that Calm the Spirit, Formulas that Expel Wind, Formulas that Open the Orifices, Formulas that Treat Phlegm, Formulas that Reduce Food Stagnation and Formulas that Expel Parasites. Course instruction includes lectures, case studies, small-group discussions and problem-based, small-group, tutorials.

Prerequisites: Materia Medica I, II, & III

*AHB709
OM Nutrition/Diet
45 hours / 2 units*

This course will introduce the integration of herbal medicine into food therapy, which please the palate and simultaneously prevent sickness, heal, and maintain health. This course will conduct the Oriental Medicine Theory by meeting the criteria of the ancient adage "prevention is as important as cure" by maintaining a high level of well-being. This course will introduce the knowledge on medicinal herbs and learn the connection between various ailments and the food intake. The basic theory of this course is to understand the methods of using medicinal herbs together with daily diet to nourish, adjust, and regulate the body according to the seasonal changes and internal patterns to prevent common ailments.

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

*APM302
General Pathology
45 hours / 3 units*

This course introduces the student to the basic aspects of disease, including etiology, pathogenesis, morphological

changes and functional abnormalities. It will also introduce disease of the musculoskeletal and nervous systems. Emphasis is on the fundamental processes involved and their relationship to clinical presentation. Teaching methods include audio-visual presentations during lectures and correlation with clinical cases.

Prerequisites: Anatomy/Physiology I & II or Anatomy/Physiology I & III

*APM403
Systemic Pathology
45 hours / 3 units*

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

Prerequisite: General Pathology

*APP101
Oriental Medicine Theories I
45 hours / 3 units*

This course is devoted to the study of the basic philosophy foundations of Traditional Oriental Medicine. This course will cover Yin and Yang Theory, Five Elements Theory, Vital Substances (Essence, Qi, Blood and Body Fluids), Zang Fu Organs Theory, and identify the patterns according to Five Elements, Six Stages, Four Levels and Three Burners. Course instruction includes lectures, small-group discussions and problem-based, small-group, tutorials.

Prerequisites: Admission to College.

*APP105
Tai Ji/Qi Gong
30 hours / 1 unit*

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

Prerequisites: Admission to College.

*APP106
Basic OM Terminology
45 hours / 3 units*

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

Prerequisites: Admission to College.

*APP203
Oriental Medicine Diagnosis
60 hours / 3 units*

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

Prerequisites: OM Theories I.

*APP302
Oriental Medicine Theories II
45 hours / 3 units*

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

Prerequisites: OM Theories I, OM Diagnosis.

*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: Complete 1st to 3rd terms, currently enroll in 4th term

APP510
Tui-Na/Massage/Acupressure
45 hours / 2 units

This course teaches the traditional Chinese Physical Therapy methods—Tui Na/massage. It includes the manipulation methods of treating structural and soft tissue injury and dysfunction. Acupressure technique on the acu-points for structural and soft tissue manipulation is also covered.

Prerequisite: Anatomy/Physiology I, Acupuncture Meridians & Points I & II

APP607
Ethics in Oriental Medicine
30 hours / 2 units

The purpose of this course is to increase awareness ethics in the acupuncture and oriental medicine profession. It is also intended to assist the student in resolving ethical dilemmas by applying problem-solving techniques.

Prerequisite: Admission to College

APP608
Practice Management
45 hours / 3 units

This course is designed to teach the office management skills required by the graduating student in preparing to practice. The student learns skills including: analyzing locations and area demographics, creating a practice plan, developing various financial accounting systems, networking with other health care providers and communicating with the patient to assure treatment compliance and continuity of care. Issues of patient documentation, as well as professional liability, are discussed. Strategies for utilizing interprofessional collaborative care are presented as well.

Prerequisites: OM Theories I, II, OM Diagnosis

APP702
OM Critical Thinking II
45 hours / 3 units

This course integrates the first and second year courses (Oriental Medicine and Western Medicine) by using clinical case studies. Students will learn how to take history, how to make differential diagnosis, how to prescribe herbal formulas and acupuncture treatment for the patients. The course includes lecture, class discussion, case studies and self-directed course projects.

Prerequisites: Complete 1st to 6th terms, currently enroll in 7th term

APP710
Classic Chinese Medicine
(Shang Han Lun) 45 hours / 3 units

This course teaches Dr. Zhang, Zhong-Jing's Classic Chinese Medicine Theory—Shang Han Lun (Diseases Due to Invasion of Cold). Students will learn how to dif-

ferentiate exogenous diseases and progression of syndromes according to the theory of the six meridians (Taiyang, Shaoyang, Yangming, Taiyin, Shaoyin, and Jueyin) and the subsequent determination of treatment.

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

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, dizziness, breathlessness ("Chuan"), wheezing ("Xiao"), asthma, allergic rhinitis, sinusitis, cough, mental-emotional problems, insomnia, tinnitus, tiredness, chest painful obstruction syndrome, epigastric pain, hypochondrial pain and abdominal pain. The integration between Western and Oriental Medicines will also be covered. The course includes a lecture, class discussion, case studies and self-directed course projects.

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

APP813
Oriental Medicine
Infectious Disease (Wen Bing Xue)
30 hours / 2 units

This course teaches the classic theories and differentiation of acute febrile diseases (infection) which are characterized by an abrupt onset of symptoms, and liable to injure Yin and undergo frequent changes. Students will learn to utilize the theory of Wei, Qi, Ying and Xue to analyze pathogenesis and differentiate syndromes to identify the transmission and transformation of febrile diseases and thus determine the treatment. The course includes lectures, class discussions, case studies and self-directed course projects.

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

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 lectures, class discussions, case studies and self-directed course projects.

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

APP903
OM Critical Thinking III
45 hours / 3 units

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

Prerequisites: Complete 1st to 8th terms, currently enroll in 9th term

APP912
OM Internal Medicine II
45 hours / 3 units

This course teaches the most common symptoms and diseases in Oriental Medicine Internal Medicine. Students will learn the etiology, pathology, OM diagnosis/differentiation, treatment plan and treatment for abdominal pain, diarrhea, constipation, painful-urination syndrome, enuresis and incontinence, edema, painful obstruction syndrome, lower 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 Diagnosis, OM Theories I & II, Materia Medica I & II

ARE201
Research Methodology
30 hours / 2 units

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

Prerequisites: Medical Terminology/History Taking

AXR201
Fundamental Radiology
60 hours / 3 units

Radiographic anatomy of the spine, skull and sinuses, chest, and extremities will be discussed, using both plain

films and appropriate special imaging. This course introduces students to concepts related to normal radiographic anatomy via lecture, and reinforces this with a laboratory experience that involves the evaluation and study of selected x-rays by the student.

Prerequisites: Anatomy/Physiology I

AXR502
Imaging Interpretation
45 hours / 2 units

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

Prerequisites: Fundamental Radiology

ACL301
Clinical Observation I
90 hours / 3 units

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

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

ACL402
Clinical Observation II
90 hours / 3 units

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

Prerequisites: Successful completion of Clinical Observation I

ACL505
Clinical Internship (Supervised Practice) I
150 hours / 5 units

This course is for the second phase of internship training and is designed to develop the knowledge and attitudes, as well as the diagnostic skills and treatment techniques, necessary for clinic practice. SP interns will actively participate

in patient care with hands-on practice of clinical treatments under the supervision of a licensed acupuncturist. SP interns will also engage in various other educational experiences, including case presentations, workshops, clinic rounds, guest lectures, and clinic promotional activities.

Prerequisites: Successful completion of Clinical Observation II, Materia Medica I, II, III, Acupuncture Techniques I, OM Theories, Pass ACE I

ACL606
Clinical Internship (Supervised Practice) II
150 hours / 5 units

This course is for the second phase of internship training and is designed to develop the knowledge and attitudes, as well as the diagnostic skills and treatment techniques, necessary for clinic practice. SP interns will actively participate in patient care with hands-on practice of clinical treatments under the supervision of a licensed acupuncturist. SP interns will also engage in various other educational experiences, including case presentations, workshops, clinic rounds, guest lectures, and clinic promotional activities.

Prerequisites: Successful completion of Clinical Internship (Supervised practice) I, Materia Medica I & II, Acupuncture Techniques II, Materia Medica I & II, pass ACE I

ACL707
Clinical Internship (Supervised Practice) III
150 hours / 5 units

This course is for the second phase of internship training and is designed to develop the knowledge and attitudes, as well as the diagnostic skills and treatment techniques, necessary for clinic practice. SP interns will actively participate in patient care with hands-on practice of clinical treatments under the supervision of a licensed acupuncturist. SP interns will also engage in various other educational experiences, including case presentations, workshops, clinic rounds, guest lectures, and clinic promotional activities.

Prerequisites: Successful completion of Clinical Internship (Supervised practice) I, Materia Medica I & II, Acupuncture Techniques II, pass ACE I

ACL808
Clinical Internship (Independent Practice) I
210 hours / 7 units

This course is designed for interns to develop the knowledge, skills and attitudes necessary for clinic practice. Interns at this stage will actively participate in patient care (history taking, physical examination, OM diagnosis/differentiation, treatment plan and acupuncture and/or treatment), either in a University Health Center or in a private office setting. Interns at this stage of internship will perform more independently on the patient care, as if they were a licensed acupuncture practitioner. Interns may make diagnosis and prescribe acupuncture and/or herbal treatment by themselves but must get approval from their supervisors before the treatment begins. At this stage

interns have the opportunity to achieve a thorough procedure of patient care based on their own clinical knowledge and techniques.

Prerequisites: Successful completion of Clinical Internship (Supervised Practice) I, II & III, Formulas and Strategies I, II, & III, Acupuncture Prescription I & II, Pass 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 a licensed AOM practitioner. IP interns will actively participate in patient care more independently throughout the entire clinical procedures, although the final protocol of treatment must be approved by their Clinical Supervisors. IP interns will also engage in various other educational experiences, including case presentations, workshops, clinic rounds, guest lectures, and clinic promotional activities.

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

AID402
Acupuncture Competency Examination (ACE) I

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

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

AID701
Acupuncture Competency Examination (ACE) II

This course is designed to evaluate the SP intern's competencies to integrate basic science and oriental medical knowledge and skills in order to determine the intern's clinical competences in a modified clinical setting. The practical exam is consisted of five stations including

Acupuncture Technique (station 1), Herbal Formulation (station 2), Clinical Safety Procedure-OSHA (station 3), Tui-Na (station 4) and Physical Examination - Neuromusculoskeletal Examination (station 5). The testing method utilized is the Objective Structured Clinical Examination (O.S.C.E.). This format includes a case-based condition wherein examinees rotate through a circuit of stations in which they perform diagnostic skills, clinical techniques and patient management. They are assessed by direct observation by a faculty/staff member in each station. The written exam is consisted of 50 written questions pertaining to the required courses for this exam. The written exam will not be counted toward the final grade of ACE II.

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

AID901

Acupuncture Competency Examination (ACE) III

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

Prerequisites: Successfully completed all courses from Term I to Term VIII and currently enrolled in Term IX (or equivalency to the above requirements). Successfully passed Observation (OB) and Supervised Practice (SP) levels; currently enrolled in Independent Practice (IP). Successfully passed ACE I, ACE II.

Postgraduate Education

The Postgraduate Division offers healthcare professionals the opportunity to continue and enhance their education through a wide variety of programs. It is committed to developing lifelong learning relationships with the healthcare communities served.

Several areas of educational programs are offered. Long and short-term courses in specialty areas lead to professional certification and/or eligibility to sit for board examinations. Continuing education seminars are short in duration and typically offer license renewal credit. A Master's Degree program provides a venue to earn an advanced academic degree via distance learning. Paraprofessional training is available through the Chiropractic Assistant Course. Courses and seminars are offered on campus as well as throughout the United States and Canada. Special international programs are occasionally presented.

The Curriculum

The Division of Postgraduate Education 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 Postgraduate Advisory Committee, consisting of external healthcare professionals and University constituencies, selects 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 Division of Postgraduate Education comply with standards established by the Council on Chiropractic Education (CCE), the Accreditation Commission for Acupuncture and Oriental Medicine (ACAOM) and the Western Association of School and Colleges (WASC).

Admission to Postgraduate Programs

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

Chiropractic Postgraduate Courses

Chiropractic Rehabilitation

This program is designed to offer the Doctor of Chiropractic new training and education in musculoskeletal disorders. The course emphasizes active care tech-

niques with low-tech equipment. Rehabilitation is presented not only as the solution to various occupational conditions, but also as a tool to increase patient compliance and motivation by involving patients in their own rehabilitation. The course is made up of three segments of 100 hours each. Doctors, who complete a minimum of 100 hours, and other course requirements in any of the three segments, are eligible for an examination administered by the American Chiropractic Rehabilitation Board (ACRB). There is a different examination for each segment. After successfully completing all three segments, passing the three examinations, and meeting other requirements as set forth by the ACRB, the doctor is eligible for the diplomate examination administered by the same body. The pilot program for the Chiropractic Rehabilitation Program is our Functional Reactivation seminar designed to give the doctor an introduction to active care and benchmarking chiropractic in the musculoskeletal field. The hours obtained from this program are applicable to the first 100 hour Rehabilitation Program.

Sports Medicine

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

Residency Programs

Sports Medicine

The Sports Medicine Division offers a three-year, full-time residency program that is administered through the Postgraduate Division. Participants in this residency program are involved in the areas of clinical practice, teaching and research. Opportunities for interdisciplinary studies in cooperative teaching hospitals and medical centers enrich the total educational experience. 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. Upon completion of this program, a Doctor of Chiropractic is eligible to sit for the diplomate examination by the American Chiropractic Board of Sports Physicians (ACBS) examination.

Diagnostic Imaging Residency Program

Through the Postgraduate Division, the Diagnostic Imaging Department of SCU offers a full-time, three-year residency program that follows a syllabus approved by the American Chiropractic Board of Radiology. Residents are assigned a minimum of 40 hours per week of teaching, research and study. Residents also have opportunities to spend time in the radiology 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. The program prepares the doctor of chiropractic to sit for the diplomate examination by the American Chiropractic Board of Radiology (ACBR).

Chiropractic Postgraduate Seminars

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

Chiropractic Paraprofessional Training

Chiropractic Assistant Course

Los Angeles College of Chiropractic instituted a Chiropractic Assistant course in 1980. The course is conducted each year in September. This course includes training in both front and back office procedures. Graduates of the program are in great demand. A referral service exists to help doctors locate qualified assistants and to help graduates find employment.

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

Massage Therapy Program

Although relatively new the Postgraduate Massage Therapy Program includes a total of 730 hours of classroom, practical, distance learning and hands-on training. It is delivered in a modular format and students become eligible to sit for the National Certification Exam through the National Certification Board of Therapeutic Massage and Bodywork making them completely certified as a Massage Therapist.

Masters Degree in Musculoskeletal Management

In conjunction with RMIT University in Australia, the Postgraduate Division offers a Master of Applied Science Degree in Musculoskeletal Management. This is a three-year, part-time program offered in a distance learning format. The program is designed to assist doctors of chiropractic to stay current with changes in health care, be able to defend their decisions in the medical-legal arena plus teach or conduct practice-based research. Doctors are provided with the latest information on practice guidelines and learn the value of outcome assessment tools. Participants are also provided with the opportunity to earn an advanced degree and improve their patient care.

Delivery System

The Master of Applied Science in Musculoskeletal Management Degree Program is presented via an innovative distance learning system. Distance education programs are designed as self-contained learning packages. Group sessions are scheduled periodically and communications are transmitted through e-mail and the internet.

Course Curriculum

Year One – Semester One

Introduction
Neuromusculoskeletal Management I

Year One – Semester Two

Neuromusculoskeletal Management II

Year Two – Semester One

Ortho-Neuro I
Clinical Practicum
Clinical Epidemiology and Evidence-Based Care I

Year Two – Semester Two

Ortho-Neuro I (cont'd)
Clinical Practicum II
Clinical Epidemiology and Evidence-Based Care II

Year Three – Semester One

Clinical Research and Biostatistics
Clinical Practicum III

Year Three – Semester Two

Research Project

Acupuncture & Oriental Medicine

For Information

The Postgraduate Division offers seminars and short-term courses to help practitioners meet their continuing education requirements. New programs are planned continually to meet the growing demand in this field.

A partial list of topics offered include:

Radiology for Acupuncturists
TCM for Allergic Rhinitis and Cough
Herbal Applications for Cough
Tongue Diagnosis
Face Diagnosis
OM Diet/Nutrition Therapy
TCM for Pain Management
Western Diagnosis
Clinical Management

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

Certified Athletic Trainers, Licensed Massage Therapists and Registered Nurses

Continuing education opportunities are available for these healthcare professionals. New programs are planned continually to meet the growing demand in these fields.

A partial list of topics offered include:

Therapeutic Massage
Nutrition
Sports-related topics
Rehabilitation-related topics
Quality Patient Management and Insurance Authorization

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

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

Postgraduate Faculty

All individuals appointed as Postgraduate Faculty have the appropriate degrees, experience and qualifications commensurate with the requirements of any specific program. . All are knowledgeable, hardworking and committed to the mission of SCU. All faculty are screened for their expertise before being hired to lead a program or seminar, therefore students can be assured that any Postgraduate Program will be taught by a qualified, respected professional.

Board of Regents, Faculty and Staff

Regents

Harry E. Douglas, III, PhD - Chair
Mark Dederichs, DC, LAc -Vice-Chair
Alexander Ediss, DC- Secretary
Jeff Bowne, DC
Richard M. Burger, DC, CCSP, DIBAK
Martin Gallegos, DC
John D. Hemauer, DC
Harry Jacobs, MA
Ron Lau, Ed.D., MBA
David G. Madison, DC
David H. Mortensen, DC
Timothy R. Noble, DC, DACBS, QME
Kwei-Min Pan, MD
William Valusek, DC

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

Officers of the University

President

Ronald D. Kraft, Ph.D.
Ph.D. Capella University, 2005
MA, San Diego State University (consortium), 1980
BS, San Diego State University, 1974
AA, Grossmont Community College, 1972

Interim, Vice President of Academic Affairs

John Scaringe, DC, DACBSP
EdD, California State University, Long Beach (In progress)
MS, California State University, Fullerton, 2000
DC, New York Chiropractic College, 1987
BS, Slippery Rock University, 1980

Associate Vice President of Enrollment Management

Tracey Ramirez
MA, Biola University, 2001
BA, California State University, Fullerton

Associate Vice President of Student Services

Geoffrey M. Jowett
MS, University of Buffalo, 1996
BS, State University of New York, College at Brockport

Faculty of the University

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

Sameh Aziz Awad, 1995

Associate Professor
MD, Cairo University, Egypt, 1980

Samir Ayad, 1996

Associate Professor
MD, Alexandria University, 1983

John Bair, 1998

Instructor
DC, Los Angeles College of Chiropractic, 1993

John M. Bassano, 1998 *

Professor
BS, SUNY, Cortland, 1991
DC, New York Chiropractic College, 1995
Diplomate, American Chiropractic Board of Radiology, 1997

Christy Berry, 2005

Instructor
DC, Los Angeles College of Chiropractic, 2005

Michelle Binkowski, 2005 *

Assistant Professor
BS, State University of New York at Buffalo, 1986
DC, Los Angeles College of Chiropractic, 1989

Marc Andre' Bock, 1996

Associate Professor
BA, St. John's College, 1968
BS, Los Angeles College of Chiropractic, 1975
DC, Los Angeles College of Chiropractic, 1976
MA, United States International University, 1986
PhD, United States International University, 1988

Jacqueline Bougie, 1995 *

Professor
BS, California State University, Fullerton, 1987
DC, Los Angeles College of Chiropractic, 1991
Diplomate, American Board of Chiropractic Orthopedists, 1995
MS, California State University, Fullerton, 1998

Tanya Broaded, 2006*Instructor*

DC, Los Angeles College of Chiropractic, 2005

Trung-Hung Bui, 2003*Instructor*

DC, Los Angeles College of Chiropractic, 2003

Dennis Buckley, 2003*Assistant Professor*

DC, Los Angeles College of Chiropractic, 1993

Gary L. Bustin, 1987*Associate Professor*

BS, California State University, Los Angeles, 1976

DC, Los Angeles College of Chiropractic, 1981

Diplomate, American Chiropractic Board of Radiology, 1987

Sylvia Caldwell, 2002*Assistant Professor*

DC, Los Angeles College of Chiropractic, 1994

Jonathan Carlos, 1986*Assistant Professor*

BS, University of Manila, 1977

MD, University of Manila, 1981

Joel Carmichael, 2005 **Associate Professor*

BS, Logan College of Chiropractic, 1983

DC, Logan College of Chiropractic, 1985

Resident, Chiropractic Family Practice, Lindell Hospital, 1987

Diplomate, American Chiropractic Board of Sports Physicians, 1996

Chun Rong Chang, 1987*Associate Professor*

MS, Brigham Young University, 1974

PhD, Kansas State University, 1977

Qing Chen, 2003*Professor*

BS, Chengdu University of Traditional Chinese Medicine, 1985

MSAOM, Chengdu University of Traditional Chinese Medicine, 1988

Wendy Chen, 2004*Instructor*

BS, Chinese Culture University, Taiwan, 1976

MSAOM, South Baylo University of Oriental Medicine, 1997

Ya-Wen Cheng, 2001*Instructor*

BA, University of Southern California, 1997

DC, Los Angeles College of Chiropractic, 2000

MSAOM, South Baylo University, 2002

Denny T. Chiu, 2005*Instructor*

NCCAOM, Diplomate in Acupuncture, 2006

DC, Southern California University of Health Sciences, 2005

MAOM, Southern California University of Health Sciences, 2005

Chi Ling Chuang, 2001*Assistant Professor*

MD, Fujian University of Traditional Chinese Medicine, 1999

MSAOM, South Baylo University, 2000

Rocky Comberati, 1994*Associate Professor*

BS, California State University, San Bernardino, 1992

DC, Los Angeles College of Chiropractic, 1994

Mary Kate Connolly, 1992 **Associate Professor*

BA, SUNY, New Paltz, 1986

BS, Los Angeles College of Chiropractic, 1990

DC, Los Angeles College of Chiropractic, 1991

Angela Davidson, 2001*Assistant Professor*

DC, Los Angeles College of Chiropractic, 2001

Beth Dominicis, 2005*Assistant Professor*

BA, University of California, San Diego, 1982

BA, CSU, Long Beach, 1985

DC, Los Angeles College of Chiropractic, 1994

Matthew Eurich, 2001 **Assistant Professor*

BS, Logan College of Chiropractic 1994

DC, Logan College of Chiropractic 1996

Diplomate of the American Chiropractic Board of Radiology 2004

Stanley Ewald, 2004 **Assistant Clinical Professor*

BS, California State Polytechnic University, 1984

DC, Los Angeles College of Chiropractic, 1992

MPH, University of California, Los Angeles, 2001

Kimary Farrar, 1989*Professor*

DC, Los Angeles College of Chiropractic, 1984

Diplomate, American Chiropractic Board of Sports Physicians, 1995

Charles Fernandez, 1984*Associate Professor*

BS, DC, Logan College of Chiropractic, 1973

Diplomate, American Board of Chiropractic Orthopedists, 1989

MS, Royal Melbourne Institute of Technology, 2002

Richard Fox, 2006

Assistant Professor

BS, Cleveland Chiropractic College, 1981
DC, Cleveland Chiropractic College, 1983
Diplomate, Sports Physicians Program, 1992-1994
Diplomate, American Academy of Pain Management, 1992
Diplomate, American Chiropractic Board Sports Physicians, 1994

Jack Gianguilio, 2005

Assistant Professor

BS, West Chester University, 1988
DC, Los Angeles College of Chiropractic, 1994

Emile Goubran, 1979

Professor

MD, Alexandria University, 1965
MS, Alexandria University, 1970
PhD, Alexandria University, 1973

Craig S. Hartman, 2006

Instructor

BS, Brigham Young University, 2002
DC, Los Angeles College of Chiropractic, 2006

Rudolph R. Herrera, Jr., 2005 *

Assistant Professor

BS, California State Polytechnic University, 1998
DC, Southern California University of Health Sciences, 2002

Susan Holm, 2000

Associate Professor

BS, University of Colorado, Boulder, 1977
MS, University of Colorado, Boulder, 1988
DC, Los Angeles College of Chiropractic, 1999

Paul Hooper, 1986 *

Professor

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

Joseph Horrigan, 2005 *

Associate Professor

DC, Los Angeles College of Chiropractic, 1988
Diplomate, American Chiropractic Board of Sports Physicians, 1994

Lung-Cheng (Eric) Hsiao, 2004 *

Associate Professor

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

Lung-Sheng (Lawrence) Hsiao, 2005 *

Associate Professor

BS, Beijing University of Traditional Chinese Medicine, 1997
MS, Beijing University of Traditional Chinese Medicine, 2000

Jerry Huang, 2005

Instructor

BS, University of California, Riverside, 2000
DC, Southern California University of Health Sciences, 2003
MAOM, Southern California University of Health Sciences, 2003

Jacqueline Hutchings, 2003

Instructor

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

OMD, Samra University of Los Angeles, 1983

Rana Jee, 2004

Instructor

BS, University of California, San Diego, 1992
BA, University of California, San Diego, 1992
DC, Los Angeles College of Chiropractic, 1998

Claire Johnson, 2004

Professor

BA, University of California, San Diego, 1987
DC, Los Angeles College of Chiropractic, 1991
Diplomate, American Chiropractic Board of Sports Physicians, 1998
MSEd, University of Southern California, 2000

Rahim Kanji, 2004

Instructor

DC, Southern California University of Health Sciences, 2002
MAOM, Southern California University of Health Sciences, 2004

Rod Kaufman, 1980

Professor

DC, Los Angeles College of Chiropractic, 1976
Diplomate, American Board of Chiropractic Orthopedists, 1983

Craig Kawaoka, 2002 *

Assistant Professor

BS Cal Poly San Luis Obispo
DC, Los Angeles College of Chiropractic, 1999
LACC Clinical Sciences Residency Program, 2002
Diplomate, American Chiropractic Board of Sports Physicians, 2002

Leslie Kay, 2004

Assistant Professor

MS, Southern Illinois University

Claudia Kelley, 2006*Assistant Professor*

MPH, Rheinische Friedrich Wilhelms University, 1996
 MS, California State University, Los Angeles, 2000
 RD, American Dietetics Association, 2000

HyunBae Kim, 2005*Instructor*

MOM, Emperor's College, 2000
 PhD, Yulin University, 2003

Sungchan Kim, 2004*Assistant Professor*

BS, Kon Kuk University, South Korea, 1979
 MS, Western Kentucky University, 1985
 PhD, University of Missouri, 1993

J. Todd Knudsen, 2003 **Associate Professor*

BS, Los Angeles College of Chiropractic, 1988
 DC, Los Angeles College of Chiropractic, 1990
 Diplomate, American Chiropractic Board of Radiology, 1993

Wendy Kreider, 2006*Assistant Professor*

BA, University of South Florida, 1986
 BS, Cleveland College of Chiropractic, 2003
 DC, Cleveland Chiropractic College, 2004

Stephen Kulbaba, 2003*Assistant Professor*

DC, Northwestern College of Chiropractic, 1999
 Diplomate, American Chiropractic Board of Radiology, 2002

Jonathan Law, 2002 **Instructor*

BS, Cal-Poly Pomona, 1988
 MSAOM, South Baylo University, 1992

Christine Lemke, 1998*Associate Professor*

DC, Los Angeles College of Chiropractic, 1998

Ju-Tzu Li, 2003 **Associate Professor*

MD, Taipei Medical College, Taiwan, 1990
 MSAOM, South Baylo University, 2002

Ruiquan Li, 2004*Professor*

BS Luzhou University of Medicine, 1982
 MS, Chengdu University of Traditional Chinese Medicine, 1990
 PhD, Chengdu University of Traditional Chinese Medicine, 1994

David Lin, 1980*Professor*

BS, Taiwan Normal University, 1959
 MA, College of William and Mary, 1967
 PhD, SUNY, Buffalo, 1971

Yu-Chih Lin Huang, 2004 **Associate Professor*

BS, China Medical University (Taiwan), 1983
 MSOM, China Medical University (Taiwan), 1986
 MS, China Medical University (Taiwan), 1997

Willow Liu, 2006*Professor*

BA, Liaoning College of Traditional Chinese Pharmacology, China
 MS, Liaoning College of Traditional Chinese Medicine, China
 PhD, Shenyang Pharmaceutical University, China

Charles Lundin, 1996*Instructor*

DC, Los Angeles College of Chiropractic, 1995

Wesley Maedo, 2005*Associate Professor*

BS, University of California, Irvine, 1984
 DC, Cleveland Chiropractic College of Los Angeles, 1989

Melany A. Meier, 2001*Associate Professor*

DC, Los Angeles College of Chiropractic, 1981

John Miller, 2005*Director of External Clinical Programs, 2005*

AA, El Camino College, 1976
 BS, Los Angeles College of Chiropractic, 1978
 DC, Los Angeles College of Chiropractic, 1780

Chad Moreau, 2003*Assistant Professor*

DC, Los Angeles College of Chiropractic, 1998
 Diplomate, American Chiropractic Board of Sports Physicians

Susan Moreau, 2001*Assistant Professor*

BFA, California State University, Long Beach, 1989
 DC, Los Angeles College of Chiropractic, 1998
 Fellow of the International Chiropractic Pediatrics Association, 2003

Racha Nazir, 2005*Assistant Professor*

BA, Ain Shames University, 1997
 MA, Ain Shames University, 2003

Anthony Noh, 2006*Instructor*

DC, Los Angeles College of Chiropractic

Antoinette Nguyen, 2005

Instructor

DC, Los Angeles College of Chiropractic, 1998

Jorge Orozco, 2005

Assistant Professor

DC, Los Angeles College of Chiropractic, 2005

Michelle Pawlak, 1992

Instructor

BS, Mount St. Mary's College, 1982

Chun Fu Peng, 1992

Assistant Professor

BS, National Taiwan University, 1965

MS, National Taiwan University, 1968

PhD, University of Arkansas, 1975

Debra Lynn Penman, 2001

Instructor

BS, University of Utah, 1996

DC, Los Angeles College of Chiropractic, 2001

Tyson Perez, 2006

Instructor

BS, University of Victoria, 2001

DC, Los Angeles College of Chiropractic, 2006

Georgeta Petrini, 2004

Assistant Professor

DC, Los Angeles College of Chiropractic, 1991

Gary Pirnat, 2001

Assistant Professor/Faculty Supervisor

BS, University of California, Irvine, 1976

DC, Los Angeles College of Chiropractic, 1981

Glynn Rangel, 2003

Assistant Professor

BS, DC, Los Angeles College of Chiropractic, 1986

Diplomate, American Chiropractic Board of Radiology,

1989

Michael Reed 2004 *

Associate Professor

DC, Los Angeles College of Chiropractic, 1981

Certified Chiropractic Sports Physician, 1983

Certified Strength & Conditioning Specialist, 1987

Diplomate, American Chiropractic Board of Sports

Physicians, 1993

Diane Resnick, 1997 *

Associate Professor

DC, Los Angeles College of Chiropractic, 1997

Diplomate, American Chiropractic Board of Radiology, 1989

Patricia A. Rogers, 1991 *

Assistant Professor

BS, Herbert H. Lehman College, CUNY, 1977

DC, Los Angeles College of Chiropractic, 1983

Kevin A. Rose, 1988

Professor

DC, Los Angeles College of Chiropractic, 1984

Diplomate, American Board of Chiropractic Orthopedists,
1991

Julie Saban, 2005

Instructor

DC, Los Angeles College of Chiropractic, 2005

Michael Sackett, 1992 *

Associate Professor/Chief of Staff

DC, Cleveland Chiropractic College, 1982

MS, University of Bridgeport, 1988

Diplomate, American Board of Chiropractic Orthopedists,
1991

John Scaringe, 1991 *

Professor

BS, Slippery Rock University, 1980

DC, New York Chiropractic College, 1987

Diplomate, American Chiropractic Board of Sports
Physicians, 1994

MS, California State University, Fullerton, 2000

Gary D. Schultz, 1986 *

Professor

BS, National College of Chiropractic, 1983

DC, National College of Chiropractic, 1985

Diplomate, American Chiropractic Board of Radiology,
1988

AnShen Shi, 2001

Associate Professor

BS, Beijing College of Traditional Chinese Medicine, 1982

MS, China Academy of Traditional Chinese Medicine, 1987

Xu Shi, 2001

Assistant Professor

BS, Beijing College of Traditional Chinese Medicine, 1991

MS, DaLain University of Foreign Languages, 1993

MSAOM, South Baylo University, 2000

DOA, South Baylo University, 2006

Mira P. Shin, 2003

Instructor

BS, Chunbuk National University

MSAOM, South Baylo University, 2002

David Sikorski, 1994

Professor

BS, Canisius College, New York, 1969

DC, Pasadena College of Chiropractic, 1986

Brad Smith 2005

Assistant Professor

BS, University of California at Irvine, 1986

DC, Los Angeles College of Chiropractic, 1990

Clinical Science Residency, LACC, 1998

Cliff Tao, 2003*Assistant Professor*

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

Joel Tetzlaff, 1995*DC, Los Angeles College of Chiropractic***Gene S. Tobias, 1982***Professor*

BA, University of California, Berkeley, 1969
 MA, SUNY, Buffalo, 1971
 PhD, SUNY, Buffalo, 1974
 DC, Los Angeles College of Chiropractic, 1998

Heather Turpin, 2005*Instructor*

BS, University of Southern California, 1998
 DC, Southern California University of Health Sciences, 2003

Sivarama Vinjamury, 2003 **Associate Professor*

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

Chiao-Nien Wang, 2001 **Assistant Professor*

BS, National Taiwan University of the Arts, 1992
 MSAOM, South Baylo University, 1994
 PhD, American Global University, 1998
 Diplomat, National California Commission for Acupuncture & Oriental Medicine

Robert Ward, 1995*Professor*

BS, University of California, Los Angeles, 1983
 DC, Los Angeles College of Chiropractic, 1995

Keith Wells, 1983 **Professor*

BS, SUNY, College of Environmental Science and Forestry at Syracuse, 1977
 DC, Los Angeles College of Chiropractic, 1983
 MA, Biola University, 2000

Manli Wu, 2005*Assistant Professor*

BS, Guangzhou University of Traditional Chinese Medicine, 1996
 DC, Southern California University of Health Sciences, 2005

Wen-Shuo Wu, 2001**Associate Professor**

MD, China Medical College, Taiwan, 1987
 MPH, University of California, Los Angeles, 1992
 MSAOM, South Baylo University, 1994

Jenny Yu, 2001*Assistant Professor*

BA, University of Southern California, 1993
 MSAOM, South Baylo University, 1996

Rong Zhang, 2006*Assistant Professor*

DC, Cleveland Chiropractic College, 2004
 MD, Shanxi Medical University (China), 1991

Gregory Zimmerman, 2001*Instructor*

BS, Arizona State University, 1993
 MSAOM, South Baylo University, 1997

Faculty by College*College of Acupuncture & Oriental Medicine*

Wen-Shuo Wu, MPH, MSOM
 Dean

Qing Chen, MS
 Wendy Chen, MAOM, LAc
 Denny T. Chiu, DC, MSAOM
 Chi Ling Chuang, MSOM
 Matthew Eurich, DC, DACBR
 Rudolph Herrera, DC, BS
 Lung-Cheng (Eric) Hsiao, PhD, BS, LAc
 Lung-Sheng (Lawrence) Hsiao, MS, BS, LAc
 Jerry Huang, DC, MAOM, LAc
 Jacqueline Hutchings, MSAOM
 Henry Hwang, MAOM, DC, BS, LAc
 San Hong Hwang, OMD, LAc
 Hyun Bae Kim, DPOM, MOM
 Jonathan Law, MSAOM
 Christine Lemke, DC
 Ju-Tzu Li, MSAOM
 Ruiquan Li, PhD
 Yu-Chih Lin-Huang, DMS, MMS, BS, LAc
 Willow Liu, PhD, MS, BA
 AnShen Shi, MS
 Xu Shi, MSAOM
 Mira Shin, BS, MSAOM
 Sivarama Vinjamury, MD, MSAOM
 Chiao-Nien Wang, PhD, MS, BS
 Manli Wu, DC, MAOM, LAc
 Jenny Yu, MSAOM, LAc
 Rong Zhang, MD, DC
 Gregory Zimmerman, BS, MSOM

University Health Center, Whittier (CAOM)

San Hong Hwang, MD, LAc
Clinical Director

Chiling Chuang, MSOM, LAc
Lung-Cheng (Eric) Hsiao, PhD, BS, LAc
Lung-Sheng (Lawrence) Hsiao, MMS, BS, LAc
Jerry Huang, DC, MAOM, LAc
Ju-Tzu Li, MSAOM, LAc
Yu-Chih Lin-Huang, DMS, MMS, BS, LAc
Xu Shi, MSAOM, LAc
Sivarama Vinjamury, MD, MAOM
Chiao-Nien Wang, MS, LAc
Manli Wu, DC, MAOM, LAc
Wen-Shuo Wu, MPH, MSOM, LAc
Jenny Yu, MSAOM, LAc

Los Angeles College of Chiropractic

John Scaringe, DC, MS, DACBSP
Dean

Basic Sciences Department

David Lin, PhD
Chair

Sameh Aziz Awad, MD
Samir Ayad, MD
Trung-Hung Bui, DC
Jonathan Carlos, MD
Chun Rong Chang, PhD
Ya-Wen Cheng, MS, DC
Stan Ewald, DC MPH
Rahim Kanji, MS, DC
Leslie Kay, MS
Claudia Kelley, MS
Weslie Maedo, DC
Chad Moreau, DC, DACBSP
Rasha Nazir, DC
Anthony Noh, DC
Jorge Orozco, DC
Michelle Pawlak, BS
Chun Fu Peng, PhD
Debra Lynn Penman, DC
Georgette Petrini, MD, DC
Patricia A. Rogers, DC
Joel Tetzlaff, DC
Gene S. Tobias, PhD, DC
Heather Turpin, DC

Diagnosis Department

J. Todd Knudsen, DC, DACBR
Chair

John Bassano, DC, DACBR

Marc Andre' Bock, PhD, DC
Tanya Broaded, DC
Gary L. Bustin, DC, DACBR
Jacqueline Bougie, DC, MS, DABCO
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Academic Calendar

SUMMER 2006

Date	Day	Event
May 1	M	Financial Aid Checks Available
May 1	M	Tuition Due – All Students
May 1	M	Classes Begin
May 29	M	Memorial Day*
July 4	T	Independence Day*
July 17 – July 28	M-F (2 weeks)	Pre-Registration
August 7 – 11	M-F	Final Examinations
August 11	F	Trimester Ends
August 14 – September 1	M-F (3 weeks)	Summer Break
August 28 – September 1	M-F	Official Registration

FALL 2006

September 4	M	Labor Day*
September 5	TU	Financial Aid Checks Available
September 5	TU	Tuition Due – All Students
September 5	TU	Classes Begin
September 8	F	Tuition Late Fees Begin
November 6	W	Tuition Deferment Due
November 10	F	Veteran's Day*
November 20 – December 1	M-F (2 weeks)	Pre-Registration
November 23 – 24	Th, F	Thanksgiving*
December 11 – 15	M-F	Final Examinations
December 15	F	Trimester Ends
December 15	F	Graduation
December 18 – January 2	M-T (2 weeks)	Winter Break
December 25, 26	M, T	Christmas*
January 1, 2	M, T	New Year's*
December 27 – 29	W-F	Official Registration

SPRING 2007

January 3	M	Financial Aid Checks Available
January 3	M	Tuition Due – All Students
January 3	M	Classes Begin
January 8	M	Tuition Late Fees Begin
January 15	M	Martin Luther King Day*
February 19	M	Presidents' Day*
March 19 – March 30	M-F (2 weeks)	Pre-Registration
April 9 – 13	M-F	Final Examinations
April 13	F	Trimester Ends
April 13	F	Graduation
April 16 – April 27	M-F (2weeks)	Spring Break
April 23 – 27	M-F	Official Registration

SUMMER 2007

April 30	M	Tuition Due – All Students
April 30	M	Financial Aid Checks Available
April 30	M	Classes Begin
May 3	M	Tuition Late Fees Begin
May 28	M	Memorial Day*
July 2	M	Tuition Deferment Due
July 4	W	Independence Day*
July 16 – 27	M-F (2 weeks)	Pre-Registration
August 6 – 10	M-F	Final Examinations
August 10	F	Trimester Ends
August 13 – September 3	M-F? (3 weeks)	Summer Break
August 27 – August 31	M-F	Official Registration

* Campus Closed

FALL 2007

Date	Day	Event
September 3	M	Labor Day*
September 4	T	Tuition Due – All Students
September 4	T	Financial Aid Checks Available
September 4	T	Classes Begin
September 7	F	Tuition Late Fees Begin
November 5	M	Tuition Deferment Due
November 11-12	M, T	Veteran's Day*
November 19 – November 30	M-F (2 weeks)	Pre-Registration
November 22, 23	Th, F	Thanksgiving*
December 10 – 14	M-F	Final Examinations
December 14	F	Trimester Ends
December 14	F	Graduation
December 17 – January 4	M-F (3 weeks)	Winter Break
December 24, 25	M, T	Christmas*
December 31-January 4	M-F	Official Registration
December 31 - January 1	M, T	New Year's*

SPRING 2008

January 7	M	Tuition Due – All Students
January 7	M	Financial Aid Checks Available
January 7	M	Classes Begin
January 10	Th	Tuition Late Fees Begin
January 21	M	Martin Luther King Day*
February 18	M	Presidents' Day*
March 7	F	Tuition Deferment Due
March 24 – April 4	M-F (2 weeks)	Pre-Registration
April 14 – 18	M-F	Final Examinations
April 18	F	Trimester Ends
April 18	F	Graduation
April 21 – May 2	M-F (2 weeks)	Spring Break
April 28 – May 2	M-F	Official Registration

SUMMER 2008

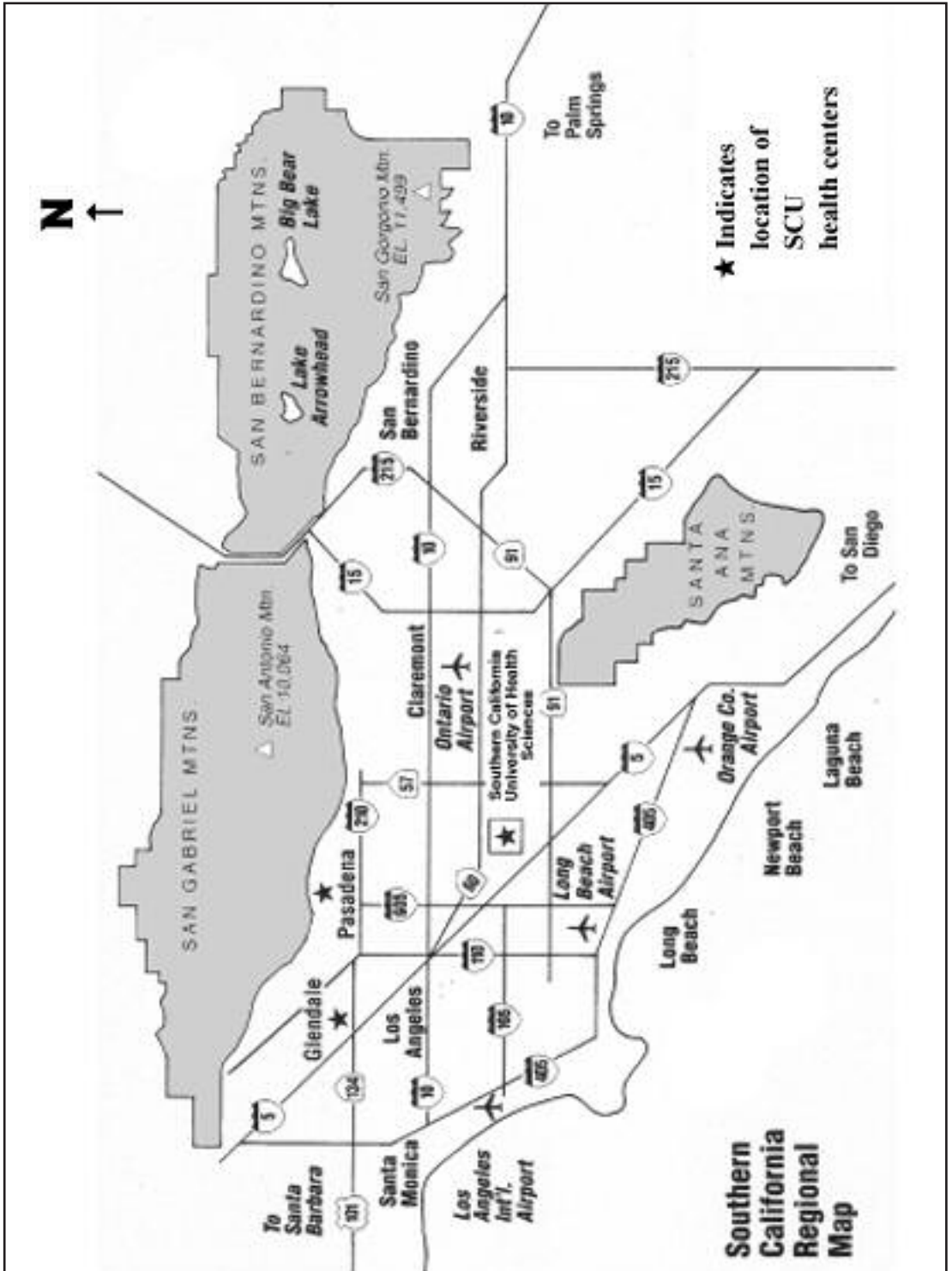
May 5	M	Tuition Due – All Students
May 5	M	Financial Aid Checks Available
May 5	M	Classes Begin
May 8	Th	Tuition Late Fees Begin
May 26	M	Memorial Day*
July 4	F	Independence Day*
July 7	M	Tuition Deferment Due
July 21 – August 1	M-F (2 weeks)	Pre-Registration
August 11 – 15	M-F	Final Examinations
August 15	F	Trimester Ends
August 18 – September 2	M-F (3 weeks)	Summer Break
August 25 – September 29	M-F	Official Registration

FALL 2008

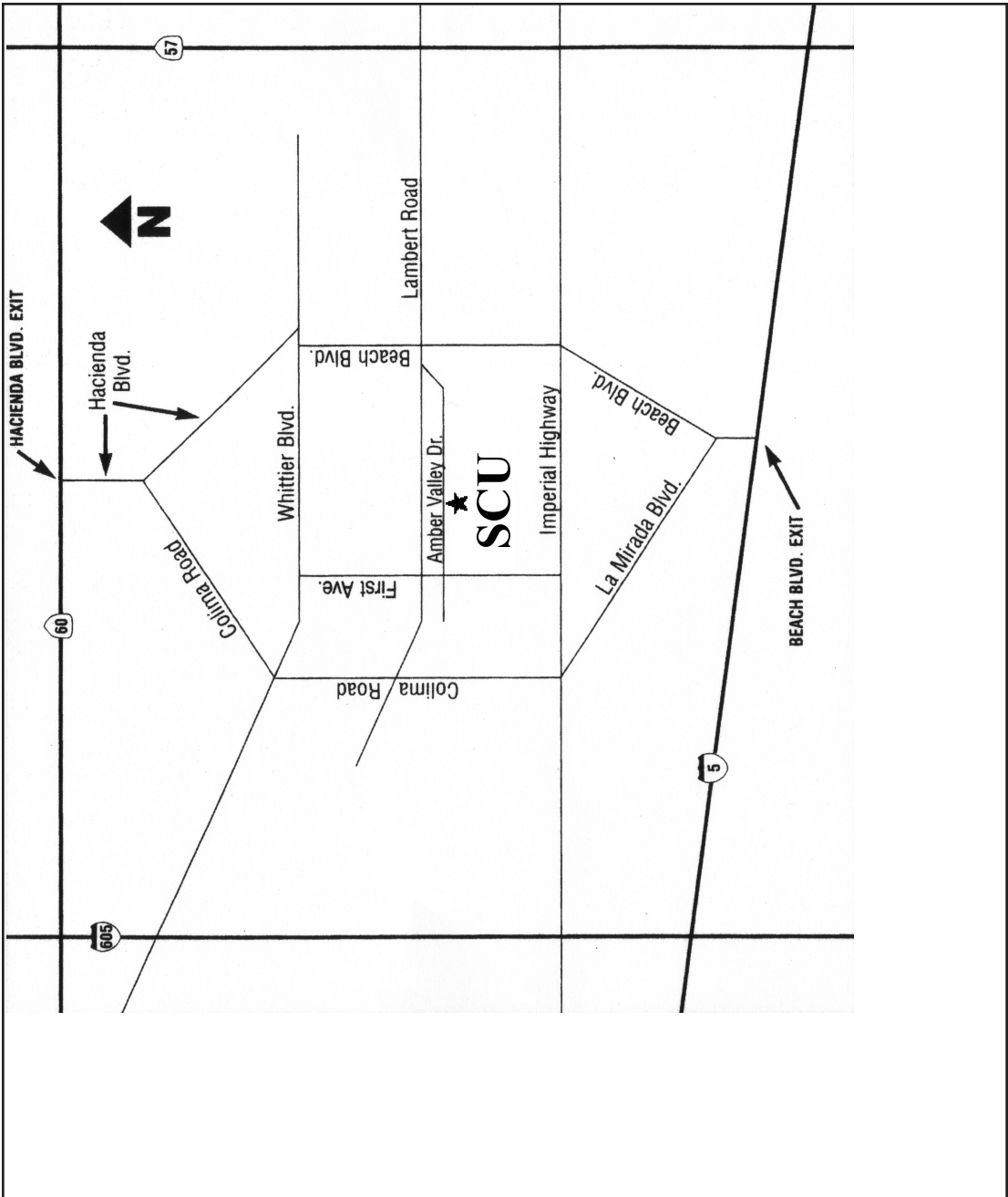
September 1	M	Labor Day*
September 2	T	Financial Aid Checks Available
September 2	T	Tuition Due – All Students
September 2	T	Classes Begin
November 11	T	Veteran's Day*
November 17 – 28	M-F (2 weeks)	Pre-Registration
November 27 – 28	Th-F	Thanksgiving
December 8 – 12	M-F	Final Examinations
December 12	F	Trimester Ends
December 12	F	Graduation
December 15 – January 2	M-F (2 weeks)	Winter Break
December 25 – 26	Th, F	Christmas*
December 29 – 31	M-W	Official Registration
January 1 – 2	Th, F	New Year's*

* Campus Closed

Southern California Regional Map



Local Map



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2006-2008
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www.scuhs.edu

16200 East Amber Valley Drive
Whittier, CA 90604-4051

1.877.434.7757 (toll-free outside of
Southern California and Canada)

1.562.902.3309 (all other areas)

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