

ACHS Program Catalog

2014-2015





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This publication is certified as true and correct in content and policy as of the date of publication. The College, however, reserves the right to make changes of any nature in programs, calendar, or academic schedules whenever these are deemed necessary or desirable, including changes in course content, class rescheduling, and the canceling of scheduled classes or other academic activities. Changes become binding on all students at the time they are announced officially and posted.

Consult the American College of Healthcare Sciences website at www.achs.edu for a current College Calendar, application deadlines, and other up-to-date program and event information.

American College of Healthcare Sciences is committed to equal opportunity and equal treatment for all qualified individuals. The College will not discriminate against any person because of age, gender, color, race, national origin, religion, marital status, disability, veteran status, sexual orientation, or any other class status protected by law.

American College of Healthcare Sciences: 5940 SW Hood Avenue • Portland, OR 97239-3719 USA • (503) 244-0726 or (800) 487-8839 • Fax: (503) 244-0727 achs@achs.edu • www.achs.edu

College hours: Monday to Friday, 8:30 a.m. to 5:30 p.m. Pacific time.

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ACHS Program Overview

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Certificate and Diploma Programs

ACHS offers a range of Certificate and Diploma courses for those students who do not wish to complete an entire degree. Certificate and Diploma programs consist of specified credit courses.

Credits earned in a Certificate or Diploma program may be used toward an ACHS degree at the corresponding level when applicable. Please note that ACHS Certificate and Diploma programs do not constitute a degree.

A full listing of Certificate and Diploma programs is set out later in this Program Catalog.

Undergraduate Degree Programs

For qualified applicants, ACHS offers an Associate of Applied Science in Complementary Alternative Medicine (CAM) with a specialization in aromatherapy or herbal medicine and an Associate of Applied Science in Health and Wellness.

ACHS blends the support and learning advantage of a traditional semester schedule with the flexibility of online education. Undergraduate Cohorts start three times per year—Fall (September), Spring (January), and Summer (May)—with select accelerated courses offered in March, July, and October. Most programs have a required sequence of courses based on full-time, half-time, or quarter-time studies. (Programs with a specialization or elective options have a recommended sequence to accommodate students' selections.)

ACHS Associate of Applied Science degrees are terminal professional degrees with a defined career path. The Associate of Applied Science in Complementary Alternative Medicine program meets the education requirements for a career as a holistic health practitioner, as well as an herbalist or aromatherapist, depending on the specialization chosen.

The Associate of Applied Science in Health and Wellness is designed to broaden students' knowledge and skills with a mind-body-spirit approach to health and wellness. In this program, students explore various approaches



ACHS Program Overview

to health and wellness and study the concepts, values, and applications of the exciting field of holistic health. Graduates are prepared for careers as health and wellness educators, writers, and speakers, as well as health and wellness consultants within community health organizations, government, residential care facilities, schools, prisons, community wellness programs, retirement villages, assisted living centers, nursing homes, and home healthcare agencies

General Education Courses

ACHS general education courses may include English, human communications (including, but not limited to, foreign languages and speech), mathematics, natural sciences, social sciences, and the arts and humanities. Courses that are classified as general education may be included in the core requirements of degree programs as appropriate.

Undergraduate degree students at ACHS complete the following general education courses:

- English Composition: ENG 101 and ENG 201
- Social Sciences: PSY 101
- Natural Sciences: NAT 210, NAT 211, and NAT 212
- Other Humanities: CT 101 and NAT 306

Graduate Certificate & Degree Programs

For qualified applicants, ACHS offers several graduate degree programs, including: Master of Science in Aromatherapy, Master of Science in Complementary Alternative Medicine (CAM), Master of Science in Health and Wellness, Master of Science in Herbal Medicine, and Master of Science in Holistic Nutrition. ACHS also offers a wide range of graduate certificate programs, including the Graduate Certificate in Wellness Coaching. ACHS blends the support and learning advantage of a traditional semester schedule with the flexibility of online education. Graduate Cohorts start three times per year: Fall (September), Spring (January), and Summer (May). ACHS provides a recommended sequence of courses based on full-time, half-time, or quarter-time studies.

Professional Continuing Education Courses

The ACHS Department of Continuing Education offers courses that are approved for continuing education credits for massage therapists, registered



ACHS Program Overview

aromatherapists, registered herbalists, registered nurses, pharmacists, naturopaths, and veterinarians. Continuing education courses do not offer credit towards Certificates, Diplomas, or Degrees.

Study Abroad Programs

ACHS's rewarding experiential summer study abroad programs provide an invigorating blend of lectures, workshops, and tours of the surrounding areas. Students join a group of like-minded adults in exploring historically significant areas while expanding their theoretical and practical knowledge of the subjects studied. Students also experience cultural tours with time to enjoy the idyllic setting ACHS seeks out to enhance each student's study experience.



About ACHS

About ACHS

ACHS has a long and storied history as an industry leader in holistic health education worldwide. Learn more about ACHS's history since its inception in 1978 online at <https://www.achs.edu/about/history>.

In 2014-2015, ACHS continues to expand its curricula and student support services to offer an engaging learning experience to students, blending the support and learning advantage of a traditional semester schedule with the flexibility of fully online degrees.

ACHS is nestled in the beautiful Johns Landing area, which sits alongside the Willamette River. Bald eagles can be seen nesting in the cottonwoods and not a day goes by without the sighting of a great blue heron, Portland's unofficial city bird. Johns Landing is just a five-minute drive from downtown Portland. The campus lies two blocks from the Willamette, in a blended retail, residential, and commercial neighborhood. There are many restaurants and stores within a short walk of the College.

We welcome graduates, students, prospective students and our visitors anytime during regular business hours. We love to show prospective and current students around the ACHS Botanical Teaching Garden and campus—or even take a walk down to the river!

Directions to Our Portland Campus

From Interstate 5 (I-5) South, take exit 298, which is Corbett Avenue. Take a right off the exit and stay on Corbett until SW Pendleton Avenue. Take a left (East) on Pendleton. Go two blocks, and then take a right (South) onto Hood Avenue.

The College is in the middle of the block on the east side of Hood Avenue. Our address is 5940 SW Hood Avenue. Our phone number is (503) 244-0726 or toll free (800) 487-8839.

From I-5 North, take exit 299A. The sign will say to Johns Landing and Lake Oswego. The exit puts drivers on Macadam Avenue. Stay on Macadam until SW Pendleton Avenue. Turn right (West) on Pendleton. Go two blocks, then take a left (South) on Hood Avenue.



About ACHS

Emails

Following is a contact list for administrative staff starting with the Office of the President. This contact list represents the line of authority at ACHS:

- President: Dorene Petersen, dorenepetersen@achs.edu
- Chief Institutional Officer: Erika Yigzaw, erikayigzaw@achs.edu
- Operations & Military Education Coordinator: Tracey Abell, traceyabell@achs.edu
- Marketing & Advertising: Kate Harmon, kateharmon@achs.edu
- Academics: Dr. Oleg Maksimov, olegmaksimov@achs.edu
- Admissions: Amy Swinehart, amyswinehart@achs.edu
- Registrar: Jennifer Morrison, jennifermorrison@achs.edu
- Student Affairs: Heather Baley, heatherbaley@achs.edu; Joel Strimling, joelstrimling@achs.edu
- Business Office: Suzanne Kent, suzannekent@achs.edu or businessoffice@achs.edu
- Student Financial Services: Stephanie North, stephanienorth@achs.edu

Full staff bios including experience and degrees held can be found online at <https://www.achs.edu/about/faculty>.

Email is a convenient and fast way to communicate, but please remember:

- Email is not infallible and may be delayed en route, or not reach its intended destination. If students have an urgent question, please call ACHS during College hours instead—Monday to Friday, 8:30 a.m. to 5:30 p.m. Pacific time.
- Spam filters may reject legitimate emails and real addresses.
- Emails are answered in the order they are received, so the time it takes us to respond to email depends on the numbers of emails we receive. However, we try to respond to all email within 48 hours. If students do not receive an answer to their email within 48 hours, they should call us at (800) 487-8839. We will never ignore emails. If a question will take longer to research, we will always reply that we are looking into the inquiry.
- Student emails are archived with student records.
- Please follow standard Netiquette guidelines when writing emails. There are detailed guidelines online in the ACHS Virtual Library.



About ACHS

Please use the following email addresses to ensure that you receive the fastest possible reply:

- For Student Services, including questions about policies, extensions, exam procedures, or other student inquiries: stuserv@achs.edu
- For all account information, graduation questions, course materials, and payment details: registrar@achs.edu. Please do not send your credit card number via email as email is not secure.
- To make a payment, please call the Business Office at (800) 487-8839 or complete the ACHS Student Payment Form available in the ACHS FAQ Knowledgebase online at <http://faq.achs.edu/questions/106/How+do+I+make+a+payment%3F>
- For all other administrative questions: achs@achs.edu
- For questions about your studies or assessments, please email your instructor directly (see below).
- If you do not know where to send your message: achs@achs.edu

Faculty

Please visit us online at www.achs.edu and click on About ACHS for a full listing of ACHS faculty, including bios and photographs.

Telephone

All ACHS staff may be reached at (800) 487-8839 (toll free) or (503) 244-0726 (local) during normal business hours of Monday to Friday, 8:30 a.m. to 5:30 p.m. Pacific time.



About ACHS

Welcome from ACHS President

Perfecting the Art of Distance Education Since 1978™

Welcome to the American College of Healthcare Sciences. As one of the only accredited online colleges in the United States to offer online programs in a wide range of holistic health modalities, we are committed to making learning more accessible and convenient for adult learners.

ACHS has been perfecting the art of distance education since 1978, and today, brings students worldwide a cutting-edge, dynamic, and interactive learning experience. Our accredited holistic health programs include career training, continuing education, and classes for holistic health enthusiasts. Since 1978, I've seen our mission come alive in the pride and success of our graduates, the excitement of our students, and the passion of our staff and faculty.

Accredited by the Distance Education and Training Council, ACHS is a leader in providing online, research-oriented holistic health education. Many professional bodies, including the California Board of Nursing and the National Certification Board for Therapeutic Massage and Bodyworkers (NCBTMB), approve select courses and programs for continuing education.

ACHS has an exciting history, from the launch of its Master of Science in Complementary Alternative Medicine degree, the first of its kind in the United States, in 2008, to our approval for full participation in Federal Student Aid programs in 2013. Our graduates, students, advisory council, faculty, and staff provide the inspiration behind our innovative programs, comprehensive curricula, and dedication to providing the best in cutting-edge student and graduate services. I invite you to learn more about our history and institutional milestones online at:

<https://www.achs.edu/about/history>.

ACHS remains committed to our mission of excellence in holistic health online education and continues to grow our program offerings and opportunities for students and graduates.



About ACHS

We look forward to welcoming you to the ACHS family and seeing you become one of our successful graduates!

Sincerely,



Dorene Petersen BA, Dip.NT, Dip.Acu, RH (AHG), President

(Pictured here on the ACHS Aromatic Indonesia Study Tour with a traditional Jamu practitioner. Learn more about this exciting study adventure online at <https://www.achs.edu/aromatic-indonesia-aromatic-herbal-journey-through-spice-islands-0>)



About ACHS

ACHS Mission Statement

Mission

To provide leadership in holistic health education through comprehensive professional online and on-campus education and high quality natural products with a commitment to sustainable practices and principles.

Objectives

Through our mission, ACHS will foster competence, professionalism, and cooperation in holistic healthcare, and preserve and share knowledge in natural medicine. Our objectives are attained through constant assessing, review, and improvement through our outcomes assessment program.

Values

We will achieve our objectives through a set of values that respect our students, customers, employees, suppliers and community, and to operate with integrity that is deserving of their trust.

Institution Values and Beliefs

- We believe that excellence is an essential means of sustaining our values in a competitive marketplace.
- We believe in an ongoing commitment to innovation and learning. We will create optimal environments for effective teaching and learning by experimenting with and assessing methods that help students develop independent motivation to conduct inquiry, construct knowledge, develop sound judgment, and engage in self-reflection.
- We will reinforce a strong institution-wide culture of scholarship and creativity that extends to students, alumni, staff, and faculty.
- We will embrace appropriate and effective technologies that will measurably improve information access and management, student learning, scholarship, administration, and the institution's overall effectiveness.
- We believe that we have a responsibility to cultivate the best relationship possible with our students, alumni, staff, faculty, vendors, agents, and community.
- We believe in providing employees and students with a safe, fulfilling,



About ACHS

and healthy environment, and an opportunity to grow and learn. We will value the different gifts, contributions, and perspectives that each individual brings to our institution. We will build an inclusive, cohesive, and engaging campus community by renewing institutional commitments to equitable compensation, appropriate employee recognition, and the enrichment of intellectual and social life.

- We will conduct our business in a socially and environmentally responsible manner, practicing responsible environmental stewardship and applying sustainable methodologies to all resources, including financial, operational, human, and environmental.
- We believe in bettering our entire community and will make meaningful contributions to the public good through community partnerships, community education, and outreach.
- We believe in cultivating ethical understanding and behavior through exploration of professional and social responsibility and principled decision-making.
- We will enhance the quality and enrich the composition of the student body through innovative recruitment and selection methods, as well as dedicated commitment to increasing engagement and persistence.
- We will maintain programs that promote the enrollment and retention of students who demonstrate their ability to succeed.
- We will develop global perspectives and connections by providing student and faculty experiences abroad and educational partnerships.
- We will demonstrate our desire for quality in meeting our mission by conducting an effective institutional research and planning program for the purpose of constant improvement and to support research-based claims of effectiveness in internal and external communities and agencies.



About ACHS

Social and Environmental Responsibility at ACHS

Maintaining the health and vitality of our world is the everyday responsibility of everyday people. But it's not a gray-cloud situation. Rather, we like to think of our choices as opportunities—the opportunity to promote sustainability, the opportunity to project a worldview that values holistic healthcare, and, above all, the opportunity to provide you with classes that are informative, accessible, and environmentally aware.

We choose to help our community and local environment, but not through large, overwhelming initiatives. Rather, we promote sustainability through small, local initiatives that we can commit to, promote, and educate about.

In recognition, Green America approved ACHS for their Green Business Network February 2009. To be accepted, ACHS passed a rigorous screening of both social and environmental criteria. By supporting ACHS, you are part of the solution for today's social and environmental challenges—growing the green economy. [Click here to read more](#) about our commitment to greening the economy and approval by the Green Business Network.

Since December 2010, the American College of Healthcare Sciences (ACHS) Apothecary Shoppe College Store became **Oregon Tilth Certified Organic** (OTCO). OTCO is the certifying agent for the National Organic Program (NOP) of the United States Department of Agriculture (USDA). An internationally recognized symbol of organic integrity, OTCO reflects the Apothecary Shoppe's ongoing commitment to green business and sustainable practices. As an arm of the ACHS community, the Apothecary Shoppe College Store prioritizes environmental stewardship and offers a distinguished selection of natural health products, including certified organic herbs and essential oils, for ACHS students and the community at large. To promote sustainable harvesting, wildcrafting, and preservation of natural resources, ACHS President Dorene Petersen personally visits all Apothecary Shoppe distillers, wildcrafters, and suppliers to ensure ACHS's dedication to sustainable organic practices.

ACHS at Home

ACHS Sustainability Committee — Started by ACHS Chief Institutional officer Erika Yigzaw, the Sustainability Committee works to promote sustainable practices on the ACHS campus and within the larger global



About ACHS

community. Current Committee members include: President Dorene Petersen, Chief Institutional Officer Erika Yigzaw, and Dean of Freshmen Students Joel Strimling.

ACHS has launched several sustainability initiatives at the campus including:

- Botanical Teaching Garden—ACHS herb garden takes the place of a student parking lot and provides hands on education to local students and the community. The garden provides oxygen-producing plants, and preserves local plant and animal life. Only organic methods of plant and pest control are used in the garden.
- Compost—In January 2010 ACHS started participating in the Portland Composts! program through the Portland Bureau of Planning and Sustainability, which allows our office and Apothecary Shoppe College Store to compost food items like fruits and vegetables, food-soiled paper like napkins, tea bags, and coffee grounds and filters, as well as plant material.
- Energy—The ACHS campus makes use of skylights to reduce energy dependency, uses florescent lighting where possible, and unplugs all auxiliary electronics when not in use. And, ACHS has partnered with PGE's Green Source program to source 100% of our energy for the ACHS campus only from renewable resources, such as wind power.
- Conservation—All ACHS textbooks are printed on 30% recycled paper, ACHS graduates receive the newsletter by email to conserve paper, and all staff use paperless processes as much as possible to reduce paper and ink usage. ACHS also offers a Green Option for ACHS textbooks, an affordable, sustainable, easy-to-search, full-color downloadable textbook.
- Save More, Matter More—The American College of Healthcare Sciences pledged to use renewable power to save energy and help the environment. This year, ACHS renews their pledge to renewable power and further commits to: 1. Replacing traditional incandescent lights with energy-saving floodlights; 2. Turning off lights when we leave a room; 3. Unplugging electronics that are not in use; and 4. Educating our students and staff about the importance of energy conservation. 5. Recycling all toner cartridges and used batteries.

ACHS in the Community

- Earth Day—Celebrating Earth Day every April is an ACHS tradition. Earth Day is an opportunity to volunteer in our community and builds awareness about sustainability.



About ACHS

- Education—ACHS hosts holistic health webinars open to the community, as well as students and graduates. ACHS also provides students with information about volunteer and community opportunities.
- HerbDay—HerbDay is an annual event dedicated to the uses of herbs and herbalism. ACHS participates in HerbDay initiatives, including sharing information about certified organic, sustainably wildcrafted herbs and their uses.

ACHS Staff & Faculty

- Dorene Petersen—ACHS President Dorene Petersen maintains a large compost pile at the Summer School in Greece and has taught a number of people on Syros, Greece, about composting, which is not common in the area. Dorene also composts in Portland, Oregon as well and is an avid recycler.
- Erika Yigzaw—CIO Erika Yigzaw and her husband have an organic lavender farm on their acreage that follows sustainable and organic principles. She recycles avidly, composts everything she can get her hands on, feeds the soil food web with her collection of animals, and refuses to spray. When faced with 15-foot-high blackberry bushes, what did she do? Make jam! Erika is also an Oregon State University Extension Master Gardener and volunteers throughout the Portland area performing educational outreach.
- Dorene and Erika participated in several beach clean ups while in Greece teaching Summer School classes. One clean up resulted in more than 20 bags of trash being collected from just one beach.
- ACHS staff collects the plastic recycling at the office resulting from take-out and yogurt containers and take these to the local recycling center each week.
- Many staff participate in community events that raise awareness for our environmental community including bike events, river clean ups on the Willamette River near the College campus, and other activities.



About ACHS

Apothecary Shoppe

The ACHS Apothecary Shoppe College Store is the ACHS bookstore and stocks the textbooks and materials required for ACHS's academic courses. All required and recommended textbooks and materials are detailed on the ACHS website under each course description online at <https://www.achs.edu/academics>.

The Apothecary Shoppe is open to ACHS students, graduates, and the public and specializes in high-quality tools and organic supplies for wellness recommended by staff and faculty so that students and graduates can prepare their own natural health products and remedies.

As an arm of the ACHS community, the Apothecary Shoppe College Store prioritizes environmental stewardship and offers a distinguished selection of natural health products, including certified organic herbs and essential oils, for ACHS students and the community at large. To promote sustainable harvesting, wildcrafting, and preservation of natural resources, ACHS President Dorene Petersen personally visits all Apothecary Shoppe distillers, wildcrafters, and suppliers to ensure ACHS's dedication to sustainable practices.

Oregon Tilth Certified Organic Status

Since December 2010, the Apothecary Shoppe College Store, which supplies the educational materials for students, became Oregon Tilth Certified Organic (OTCO). OTCO is the certifying agent for the National Organic Program (NOP) of the United States Department of Agriculture (USDA). An internationally recognized symbol of organic integrity, OTCO reflects the Apothecary Shoppe's ongoing commitment to green business and sustainable practices. ACHS and the Apothecary Shoppe is committed to continuous assessment of its organic and sustainability practices and continues to implement the highest standards for monitoring quality control and organic standards. With precision and attention to detail, ACHS and the Apothecary Shoppe effectively maintain Oregon Tilth and USDA organic standards.

In addition, a member of Green America since 2000, American College of Healthcare Sciences (ACHS) and the Apothecary Shoppe College Store were re-certified as Green America Gold Certified Business in June 2012.

Green America's vision is to "work for a world where all people have



About ACHS

enough, where all communities are healthy and safe, and where the bounty of the earth is preserved for all the generations to come.” ACHS supports this vision through the College mission and partnerships with dedicated organizations like Green America.

To display the Green America Green Business Certification Gold Seal of Approval, ACHS successfully met Green America’s stringent green business requirements. The Green Business Certification is awarded to businesses that are actively using their business as a tool for positive social change, operating a “values-driven” enterprise according to principles of social justice and environmental sustainability, and environmentally responsible in the way they source, manufacture, and market their products and run their operations and facilities. (You can find a complete list of business standards at <http://www.greenamerica.org/greenbusiness/>)



The Apothecary Shoppe stocks a range of books, certified organic and ethically wild-crafted herbs, flower essence remedies, a range of Oregon Tilth Certified Organic essential oils sourced from around the world, charts, gift items, and more. Products are imported from all over the world, as well as domestically made. This is particularly useful for students who want to buy additional quantities of the herbs and oils that they have received with their course materials for lab work. Good quality supplies are hard to find! Profits from the store go towards general College funding, such as ACHS



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hardship and military scholarships, new curriculum offerings, and maintenance of the ACHS Botanical Teaching Garden.

We invite you to browse our Apothecary Shoppe Catalog or view our store online at www.apothecary-shoppe.com.



About ACHS

ACHS Institutional Learning Goals

The Institutional Learning Goals represent intended accomplishments of the College. They closely relate to program goals and course learning outcomes; course learning outcomes represent what students should learn in a specific course. The institutional Outcomes Achievement Plan measures whether the institution is achieving that which it has set out to do.

Institution-wide Learning Goals

All ACHS students and graduates will:

- Embrace the philosophy of integration of CAM and holistic health, encompassing the whole person and foundation of lifestyle change
- Develop diverse perspectives on wellness to encourage creative problem solving to achieve balance and wellness
- Develop skills of critical analysis and reasoning
- Develop communication skills, including expressing quantitative ideas and facts effectively in writing and orally
- Demonstrate professionalism, integrity, and ethical and social responsibility
- Cultivate a sense of connection and involvement, including a willingness to volunteer and give back to appropriate community groups
- Cultivate a worldview in which values, goals, strategies, initiative, and relationships are positively developed, and that emphasizes sustainability of all resources, including environmental stewardship
- Add to the culture of academic integrity and learning at ACHS

Undergraduate Institutional Learning Goals

Undergraduate students at ACHS will:

- Complete coursework in which they are exposed to new knowledge, new perspectives, and new skills
- Develop a sense of career goals, strategies, and accomplishments that build on their gifts, talents, education, and special interests
- Develop the ability to use an online college library and to retrieve data from a variety of sources, including reliable online sources
- Develop a professional relationship with at least five different faculty



About ACHS

members who have been able to advise, motivate, and direct their learning activities

- Develop peer relationships with fellow students throughout their studies that are constructive and supportive of their learning and engagement, and learn how to effectively interact with other adults in a learning situation
- Acquire extensive knowledge, perspective, and skill in areas of their major, which can be utilized in a job situation and in their life in general

Graduate Institutional Learning Goals

As a result of the efforts of the College, graduate students will:

- Develop quantitative skills, including comprehending and analyzing scientific texts, interpreting research using the scientific method, and accessing and making effective use of quantitative information
- Demonstrate a commitment to contributing value to the industry through a research-based, scholarly approach to CAM and multiple research and writing projects
- Maximize the innovative use of information and research, and set the groundwork for advancement in both
- Demonstrate an in-depth, advanced knowledge base in their major that maximizes the innovative use of information that reflects the current theories, best practices, and research in preparation for application or further research
- Pursue intellectual integration, similarities and differences, and engage in dialogue and debate across disciplines



About ACHS

Accreditation & Affiliations

American College of Healthcare Sciences is accredited by the Accrediting Commission of the Distance Education and Training Council, which is listed by the U.S. Department of Education as a nationally recognized accrediting agency and a recognized member of the Council for Higher Education Accreditation. (Accrediting Commission of the Distance Education and Training Council, 1601 18th Street, N.W., Washington, D.C. 20009, (202) 234-5100, <http://www.detc.org>)

ACHS achieved initial accreditation with the Distance Education and Training Council after a rigorous two-year review process in 2003 and was re-accredited in 2008 and again in 2013.

You can feel confident in choosing ACHS for your holistic health education. Our programs and administration have been rigorously evaluated and found to meet national accreditation standards. ACHS is one of the only accredited colleges offering a Masters Degree program in complementary alternative medicine fully online. For more information about the DETC and our accreditation, please visit <http://www.achs.edu>.

A Few Words About the Importance of Accreditation

Accreditation is a stringent process of quality control completed by an independent and government-recognized accrediting body. Legitimate accrediting bodies are recognized by either the U.S. Department of Education (USDOE), or the Council for Higher Education, or both. A link to the list of USDOE Accrediting Bodies is available at <http://www.achs.edu>. These are the only USDOE recognized accrediting bodies in the USA. Using credentials issued by a school that is not accredited by an agency recognized by the USDOE may cause professional and even legal problems. Please check accreditation carefully.



About ACHS

“Accreditation ensures the highest quality in academics and helps in the acceptance of the learners’ credentials. The accreditation standards of DETC are the highest possible, and DETC approval is the learner’s best assurance that his or her education is valid and will be accepted.” —Michael P. Lambert, Executive Director Distance Education and Training Council

“I can think of few more impressive credentials or accolades than graduation from an accredited distance education program.”

—Michael P. Lambert, Former Executive Director, Distance Education and Training Council

Transfer of Credit to Other Schools

Transfer of credit is always at the discretion of the receiving school, generally depends on comparability of curricula, and may depend on comparability of accreditation.

DETC accreditation means ACHS students are enrolled in a nationally recognized Institute of Higher Learning. ACHS students enjoy increased credibility and acceptance of coursework among transfer schools and employers. However, please note that no accreditation is a guarantee that credit will transfer to any college or university, and that ACHS does not guarantee any transfer of credit.

State Authorization

ACHS is a business corporation authorized by the State of Oregon to offer and confer the academic degrees described herein, following a determination that state academic standards will be satisfied under OAR 583-030. Inquiries concerning the standards or school compliance may be directed to the Office of Degree Authorization, 1500 Valley River Drive, Suite 100, Eugene, Oregon 97401.

ACHS is authorized or exempt, as applicable, in states across the U.S. and its territories in compliance with federal and state regulations that govern the offering of online programs. Regulations vary by state. Please review regulatory information and professional licensing requirements in your state of residence.

Comprehensive information about ACHS’s state authorization status across the U.S. and its territories can be found online at

<https://www.achs.edu/state-authorization>.



About ACHS

American College of Healthcare Sciences is registered as a Private Institution with the Minnesota Office of Higher Education pursuant to sections 136A.61 to 136A.71. Registration is not an endorsement of the institution. Credits earned at the institution may not transfer to all other institutions.

Arkansas Higher Education Coordinating Board certification does not constitute an endorsement of any institution, course or degree program. Such certification merely indicates that certain minimum standards have been met under the rules and regulations of institutional certification as defined in Arkansas Code §6-61-301.

Ownership

ACHS is a 100% privately held corporation.

Board of Directors

Full biographical information for all Directors is available online at <http://www.achs.edu>.

- Dorene Petersen, BA, Dip.NT, Dip.Acu, RH (AHG), President and CEO
- Erika Yigzaw, B.Com, LL.B. (Hons), Chief Institutional Officer
- Debbie Parigian, BA, CPA, Chief Financial Officer
- Clyde B. Jensen, PhD, Member

ACHS Advisory Council

We are fortunate to have some of the most prestigious members in the holistic health industry on our Advisory Council. Full biographical information for all Advisory Council members is available online at <http://www.achs.edu>.

- Helen Delfakis, MS, RD
- Geraldine DePaula, MD
- Mindy Green, AHG, RA
- Dr. Arlene Kestner, PhD
- Margaret LaPierre, BS, HHP
- Danielle Lombardi, BA, MSOM, L.Ac
- Oleg Maksimov, PhD
- Catrina Mianecki, MEd, MS, Cert. Aroma. L.Ac



About ACHS

- Scott Stuart LAc, BS, MAOM

Continuing Education Approvals

Specific continuing education courses are listed online at <https://www.achs.edu/academics/continuing-education/courses>.

View ACHS's continuing education approvals online at <https://www.achs.edu/ce-approvals>

Industry Recognition

ACHS is continually working to improve educational standards and industry support for our students and graduates by maintaining and fostering strong ties to the natural health community. View information about ACHS's industry recognition online at <https://www.achs.edu/achs-industry-recognition>.

Memberships

ACHS is a member of many industry and professional organizations. View more information about ACHS's memberships online at <https://www.achs.edu/memberships-industry-recognition>.

Consumer Disclosures

ACHS publishes consumer disclosures to help educate all ACHS constituents about institutional services, programs, and successes in compliance with federal, accreditation, and state requirements. You can view these disclosures online at <https://www.achs.edu/consumer-disclosures>.

Faculty Office Hours

Students have unlimited access to their instructors 24/7 within the online classroom via the course discussion boards and the Instructor's Virtual Office. Students may call, write, fax, or email instructors or the President at any time. ACHS faculty may also post specific hours they are online or in the online classroom. Check the instructor's welcome message under Course Home and the Instructor's Virtual Office discussion board for availability.



About ACHS

On-Campus Faculty

Our highly trained faculty are carefully selected and monitored for their technical and clinical expertise, the quality of their care and attention to each student, and their teaching experience. Instructors focus on providing a highly experiential, interactive experience incorporating up-to-date educational training and the best practices of adult learning. All ACHS faculty are overseen and reviewed by the President, Chief Institutional Officer, and the Academic Dean.

Full biographical information for all faculty is available online at <http://www.achs.edu>.

Dorene Petersen, BA, Dip.NT, Dip.Acu, RH (AHG), ACHS President and CEO

Undergraduate courses taught: HERB 302, HERB 303, HERB 304, HOMB 201, NAT 202, NAT 203, NAT 204

- Diploma in Natural Therapeutics from the South Pacific College of Natural Therapies, Dunedin, New Zealand
- Bachelor of Arts in Archaeology and Anthropology from University of Otago, Dunedin, New Zealand

Erika Yigzaw, B.Com, LLB (Hons), ACHS Chief Institutional Officer

Undergraduate courses taught: NAT 306

- Bachelor of Science in Commerce, University of Otago, Dunedin, New Zealand
- LL.B. (Hons), University of Otago Law School, Dunedin, New Zealand

Renee Long, BA, MFA, ACHS Social Media Specialist

Undergraduate courses taught: CT 101, ENG 101, ENG 201, LIB 101, WR 101

- Bachelor of Arts in English, with a minor in Theatre Arts, Palm Beach Atlantic University
- Master of Fine Arts in English, with a major in Creative Writing, Florida Atlantic University



About ACHS

**Lauren Shapiro, BA, MS, ACHS Dean of English,
Communications Manager, Librarian**

Undergraduate courses taught: CT 101, ENG 101, ENG 201, LIB 101, WR 101

- Bachelor of Arts in English, with a minor in Education, University of California, Santa Cruz
- Master of Science in Writing, Portland State University

Oregon Adjunct Faculty

Dr. Mary Fry, BS, ND

Undergraduate courses taught: HERB 101, HERB 201, HERB 302, HERB 303, HERB 304, HLTH 101, NAT 101, NAT 202, NAT 204, NAT 302, NAT 303, NAT 307, NAT 308, NUT 101, NUT 309.

Graduate courses taught: BOT 501, CHEM 501, CHEM 502, HERB 502, HERB 503, HERB 504, HOM 501, NAT 503, NAT 504, RES 501, TOX 501

- Bachelor of Science in Nutritional Biochemistry, McGill University, Montreal, Canada
- Naturopathic Doctorate, National College of Natural Medicine

Amanda Lattin, BA, MAT, Dip. Aroma., MH, RA

Undergraduate courses taught: AROMA 101, AROMA 203, AROMA 303, AROMA 304, AROMA 305

Graduate courses taught: AROMA 501, AROMA 503, AROMA 504, AROMA 505, AROMA 507

- Bachelor of Arts in Chemistry, Huntingdon College
- Master of Arts in Teaching, Lewis and Clark Graduate School of Education

Oleg Maksimov, PhD, ACHS Academic Dean

Undergraduate courses taught: AROMA 305

Graduate courses taught: AROMA 501, AROMA 507, CAP 501,



About ACHS

CHEM 501, CHEM 502, RES 501, TOX 501

- Bachelor of Science in Chemistry, City College of New York.
- Master of Philosophy with a major in Chemistry, City University of New York
- Doctor of Philosophy with a major in Chemistry, City University of New York

Marleigh Noska, BA, BSN, MA

Undergraduate courses taught: CT 101, ENG 101, ENG 201, LIB 101, NAT 307, PSY 101, WR 101

- Bachelor of Arts in Psychology and English, University of New Mexico
- Bachelor of Science in Nursing, Oregon Health and Science University
- Master of Arts in English, University of Washington

Nolan Noska, BA, ND

Undergraduate courses taught: HERB 101, HERB 201, HERB 302, HERB 303, HERB 304, NAT 101, NAT 204, NAT 210, NAT 211, NAT 212, NAT 302, NAT 303, NAT 306, NAT 307, NAT 308, NUT 101, NUT 309

Graduate courses taught: BOT 501, CAP 501, CHEM 501, CHEM 502, HED 503, HERB 502, HERB 503, HERB 504, HOM 501, NAT 501, NAT 503, NAT 504, NUT 501, NUT 509, NUT 510, RES 501, TOX 501

- Bachelor of Arts in Music, DePaul University
- Naturopathic Doctorate, National College of Natural Medicine

Robert Seidel, BS

Courses taught: Select Study Abroad Courses

- Bachelor of Science in Resources Management, SUNY College of Environmental Sciences and Forestry

Scott Stuart LAc, BS, MAcOM

Undergraduate courses taught: HERB 101, HERB 201, HERB 302, HERB 303, HERB 304, NAT 306



About ACHS

Graduate courses taught: CAP 501, HERB 502, HERB 503, HERB 504

- Bachelor of Science in Journalism, University of Oregon
- Master of Acupuncture and Oriental Medicine, Oregon College of Oriental Medicine

Dr. Bonnie Wickwire, ND, DC

Undergraduate courses taught: HERB 101, HERB 201, HERB 302, HERB 303, HLTH 101, HLTH 201, HOMB 201, NAT 101, NAT 202, NAT 203, NAT 204, NAT 210, NAT 211, NAT 212, NAT 306, NAT 308,

Graduate courses taught: CAP 501, HED 503, NAT 501, NAT 502, NAT 503, NAT 504, NUT 501, NUT 509, NUT 510

- Doctor of Chiropractic, Western States Chiropractic College
- Naturopathic Doctorate, National College of Natural Medicine

Adjunct Faculty

David Anderson, DC

Undergraduate courses taught: HLTH 101, HLTH 201, NAT 101, NAT 210, NAT 211, NAT 212, NAT 302, NAT 303, NAT 307, NAT 308, NUT 101, NUT 309, PSY 101

Graduate courses taught: CAP 501, CHEM 501, CHEM 502, HED 503, NAT 501, NAT 502, NAT 503, NAT 504, NUT 501, NUT 509, NUT 510, RES 501

- Doctor of Chiropractic, Northwestern Health Sciences University

Nicole Betschman, BS, BS, MA, CHES

Undergraduate courses taught: HED 303, HLTH 101, HLTH 201, NAT 305, NAT 306, NUT 101

Graduate courses taught: NAT 515, RES 501

- Bachelor of Science in Biology, with a minor in Science, Bowling Green State University
- Bachelor of Science in Health Education and Promotion, East Carolina University



About ACHS

- Master of Arts in Health Education, East Carolina University

Teri Collins, BS, ND

Undergraduate courses taught: HERB 101, HERB 201, HERB 302, HERB 303, HERB 304, NAT 204, NAT 210, NAT 211, NAT 212, NAT 302, NAT 303, NAT 307

Graduate courses taught: HERB 502, HERB 503, HERB 504, NAT 501, NAT 502, NAT 503, NAT 504

- Bachelor of Science in Nursing, Armstrong Atlantic State University
- Doctor of Naturopathic Medicine, Southwest College of Naturopathic Medicine and Health Sciences

Jerry Cronin, BS, DC

Undergraduate courses taught: HLTH 101, HLTH 201, NAT 210, NAT 211, NAT 212

Graduate courses taught: NAT 501, NAT 502

- Bachelor of Science, Regents University (now Excelsior)
- Doctor of Chiropractic, Life University

Helen Delfakis, BS, MS, RD

Undergraduate courses taught: NAT 101, NAT 306, NAT 308, NUT 101, NUT 309

Graduate courses taught: CAP 501, NAT 515, NUT 501, NUT 509, NUT 510

- Bachelor of Science in Home Economics with a major in Human Nutrition and Dietetics, University of Arizona
- Master of Science of Dietetics, University of Arizona

Paz Etcheverry, BS, MS, PhD

Undergraduate courses taught: NAT 308, NUT 101, NUT 309

Graduate courses taught: CAP 501, CHEM 501, NUT 501, NUT 509, NUT 510, RES 501

- Bachelor of Science in Food Science, Cornell University



About ACHS

- Master of Science in Food Science & Nutrition, North Carolina State University
- Doctor of Philosophy in Food, Science & Technology, Cornell University

Dr. Brandy Ferrara, MS, DC

Undergraduate courses taught: HLTH 101, HLTH 201, NAT 101, NAT 210, NAT 211, NAT 212, NAT 302, NAT 303, NAT 307, NAT 308, NUT 101, NUT 309

Graduate courses taught: CAP 501, CHEM 501, CHEM 502, HED 503, NAT 501, NAT 502, NAT 503, NAT 504, NUT 501, NUT 509, NUT 510, RES 501

- Master of Science in Human Nutrition, University of Bridgeport
- Doctor of Chiropractic Medicine, National University of Health Sciences

Dr. Cindy Fouhy, MS, PhD

Undergraduate courses taught: HED 303, HLTH 201, NAT 305, PSY 101

Graduate courses taught: CAP 501, HED 503, NAT 515, RES 501

- Master of Science in Psychology, Specialization in Counseling Psychology, Capella University
- Doctor of Philosophy, Psychology, Capella University

Deryl Gulliford, BS, MS

Undergraduate courses taught: HLTH 101, NAT 302, NAT 303

- Bachelor of Science in Allied Health Professions with distinction in Respiratory Technology, Ohio State University
- Master of Science in Community Health, University of Cincinnati

Shawn Hallum, AS, BS, MS

Undergraduate courses taught: HLTH 101, HLTH 201, NAT 101, NAT 210, NAT 211, NAT 212, NAT 305, NAT 306, NAT 308

- Bachelor of Science in Sport Management, California University of Pennsylvania



About ACHS

- Master of Science in Complementary Alternative Medicine, American College of Healthcare Sciences

Dr. Nathan Hovekamp, BS, MS, PhD

Undergraduate courses taught: NAT 210, NAT 211, NAT 212

- Bachelor of Science in Biology, Kent State University
- Master of Science in Zoology, University of Wisconsin-Madison
- Doctor of Philosophy, Education, Oregon State University

Anisa Kassim, BA, MPH, MTOM, CHES

Undergraduate courses taught: HERB 101, HERB 201, HERB 302, HERB 303, HERB 304, HLTH 101, HLTH 201, NAT 101, NAT 210, NAT 211, NAT 212, NUT 101, PSY 101

- Bachelor of Arts in Psychology and Social Behavior, University of California Irvine
- Master of Public Health in Health Behavior and Health Education, University of North Carolina-Chapel Hill
- Master of Traditional Oriental Medicine, Emperor's College of Traditional Oriental Medicine

Barbara Ann (Tai) Lovelace, AS, BA, MA

Undergraduate courses taught: Nat 307

- Associate in Science in Medical Administration, Southwest Florida College
- Bachelor of Arts in Consumer Life Sciences, University of Northern Iowa
- Master of Arts in Education and Counseling, University of Northern Iowa

Catrina Mianeki, Cert. Aroma., BS, LAc, MEd, MS, Cert. Aroma.

Undergraduate courses taught: AROMA 101, AROMA 203, AROMA 303, AROMA 304, AROMA 305, HERB 101, HERB 201, HERB 302, HERB 303, HERB 304, HOMB 201, NAT 101, NAT 202, NAT 203, NAT 204

Graduate courses taught: CAP 501, HERB 502, HERB 503, HERB



About ACHS

504, HOMB 501, NAT 515

- Bachelor of Science in Social Work, University of Wisconsin-Milwaukee
- Master of Education with a major in Vocational Education, Colorado State University
- Master of Science in Oriental Medicine, Southwest Acupuncture College

Nancy Poznak, MS

Undergraduate courses taught: HED 303, HLTH 101, HLTH 201, NAT 307

- Bachelor of Technical/Professional Studies, Towson University
- Master of Science in Health Science, Towson University

Amanda Roberts, BA, MA

Undergraduate courses taught: CT 101, ENG 101, ENG 201, LIB 101, WR 101

- Bachelor of Arts in English, University of Central Missouri
- Master of Arts in English, University of Central Missouri

Dr. Penny A. Silva-Wilkins, Cert. Aroma., BA, MA, MS, PhD

Undergraduate courses taught: AROMA 101, AROMA 203, AROMA 303, AROMA 304, AROMA 305, CT 101, NAT 306

- Bachelor of Arts in Management, University of Phoenix
- Master of Arts in Organizational Management, University of Phoenix
- Master of Science in Education with a major in Online Teaching/Learning, California State University
- Doctor of Management, University of Phoenix

Danielle Silverman, BS, MBA

Undergraduate courses taught: NAT 306

- Bachelor of Science in Business and Economics, Lehigh University
- Master of Business Administration from Emory University



About ACHS

Stephen Lloyd Webber, BA, MFA

Undergraduate courses taught: CT 101, LIB 101, WR 101, ENG 101, ENG 201

- Bachelor of Arts, English with option in Creative Writing, Oklahoma State University
- Master of Fine Arts, Creative Writing, New Mexico State University

Lisa Youngstrom, BS, MS, RN

Undergraduate courses taught: AROMA 101, AROMA 203, AROMA 303, AROMA 304, HERB 101, HERB 201, HOMB 201, NAT 101, NAT 210, NAT 211, NAT 212, NAT 303, NUT 101

- Bachelor of Science in Holistic Studies in Wellness, Union Institute and University
- Master of Science in Complementary Alternative Medicine, American College of Healthcare Sciences



About ACHS

Full biographical information for all staff is available online at <http://www.achs.edu>.

Executive Staff

Dorene Petersen, BA, Dip.NT, Dip.Acu, RH (AHG), President and CEO dorenepetersen@achs.edu

Erika Yigzaw, B.Com, LL.B. (Hons), Chief Institutional Officer erikayigzaw@achs.edu

Debbie Parigian, BA, CPA, Chief Financial Officer debbieparigian@achs.edu

Tracey Abell, BS, MS, Director of Operations, traceyabell@achs.edu

Administrative Staff

Tanja Kaneshiro, BA, BS, Executive Assistant to the President tanjakaneshiro@achs.edu

Danica Benninghoven, Administrative Assistant danicabenninghoven@achs.edu

Office of Student Affairs

Heather Baley, BA, Cert. Aroma., Dean of Students heatherbaley@achs.edu

Joel Strimling, Dean of Freshmen Students joelstrimling@achs.edu



About ACHS

Marketing Department

Kate Harmon, Chief Marketing Officer, kateharmon@achs.edu

**Dominic Aiello, Social Media Specialist,
dominicaielo@achs.edu**

Renee Long, Social Media Specialist, reneelong@achs.edu

Academics & Instructional Technology

**Dr. Oleg Maksimov, BS, MPh, PhD, Academic Dean,
olegmaksimov@achs.edu**

**Doreen Wood, BA, MA, Director of Instructional Technology,
doreenwood@achs.edu**

Office of Admissions

**Amy Swinehart, BA, Dean of Admissions,
amyswinehart@achs.edu**

**Amanda Heller, BS, MBA, Senior Admissions Advisor,
amandaheller@achs.edu**

Marion Lane, Admissions Advisor, marionlane@achs.edu

Office of the Registrar

**Jennifer Morrison, BA, Acting Registrar
jennifermorrison@achs.edu**

**Brooke Pillsbury, Assistant Registrar
brookepillsbury@achs.edu**

Department of Student Financial Services

**Stephanie North, BA, Assistant Director of Financial Aid,
stephanienorth@achs.edu**



About ACHS

Suzanne Kent, BS, Business Office Manager
suzannekent@achs.edu

Shipping & Receiving

Kelly Johnson, Shipping Manager kellyjohnson@achs.edu

Kerrie Seeber, BA, Shipping Clerk & Production Assistant
kerrieseeber@achs.edu

Tiffany Stout, Production Lead, tiffanystout@achs.edu

Kelly Corwin, Production Assistant



About ACHS

Why ACHS?

ACHS is recognized as an industry leader in holistic health education worldwide. Our flexible programs, highly qualified faculty, diverse student body, and commitment to exceptional online education make ACHS the perfect choice. Your education is accredited and recognized throughout the holistic medicine community.

As an ACHS student, you can:

- Earn an accredited certificate, diploma, or degree.
- Study with highly qualified instructors who work in the industry.
- Receive ongoing support from your instructor and student services.
- Study with like-minded peers in a dynamic and lively online learning environment.
- Join your class from any computer, anywhere in the world, 24/7
- Access 24/7 technical support by telephone and email.
- Connect with our community of holistic health students.
- Learn well. Live well. Educate others.

Personal Growth and Knowledge

You can take ACHS courses to extend your knowledge and self-awareness for your own health, enjoyment, and development or to give you and your family a holistic foundation for personal healthcare. Graduates tell us that their experience at ACHS has a powerful and positive impact on the way they think, feel, and live. Your studies will immediately be applicable to your personal and professional life.

The ACHS Student Body

ACHS students share common goals: To gain knowledge, to lead a healthier lifestyle, and to share their knowledge with others. ACHS programs suit the lifestyles of busy, motivated, and dedicated people. Our student and alumni body represent a diverse range of ages, educational backgrounds, and careers, including wellness consultants, natural healers, homemakers, medical doctors, registered nurses, pharmacists, massage therapists, teachers, authors, journalists, business executives, ministers, and psychologists, among others.



About ACHS

Corporate Training

Customers prefer to shop at stores with knowledgeable staff. All ACHS programs are suitable for staff training. Custom packages can be created for your company's training needs. Corporations and other organizations may qualify for group training rates. Contact an admissions advisor for details at admissions@achs.edu or (800) 487-8839.

Benefits of Studying with ACHS

Flexibility

ACHS offers fully online programs with interactive virtual classrooms, plus optional on-campus and study abroad programs to enhance your training with face-to-face instruction. Online education offers a convenient and effective method of affordable education to the motivated adult student.

ACHS blends the support and learning advantage of a traditional semester schedule with the flexibility of online education.

You may apply for admission to upcoming cohorts anytime throughout the year. Please review the Admissions section for the relevant procedures. Classes have maximum student numbers and most fill months before the start date, so please contact Admissions well in advance to ensure your first choice of class. Your admissions advisor will assist you in choosing a program and a study plan that best meets your needs and lifestyle.

Practical Work Experience

We encourage all ACHS students to seek related apprenticeships and work experience opportunities, and we notify students of current openings and upcoming possibilities. Educated volunteers are sought after, and many ACHS students and alumni have successfully obtained positions. Student Services will provide transcripts and letters of recommendation on request.

Community Wellness & Study Abroad Programs

Educational community wellness webinars are offered to community members, and study abroad courses are held in exciting new locales each year. Previous years' study tours include once-in-a-lifetime adventures to Provence, Greece, and Indonesia. These optional opportunities are designed to complement our online courses and enhance your training with hands-on experience. Programs and events are scheduled regularly with faculty and



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visiting experts and are open to the public. Visit <http://www.achs.edu> for updates.

Course Packs

In addition to the rich interactive content in your online classroom, which includes lectures, online textbooks, access to relevant articles and research papers, instructor message updates, archived College news, and links to relevant websites and events, you also receive a comprehensive array of educational materials as part of your course pack. Depending on the course, your course pack may include study kits of botanicals, essential oils, and other practical lab supplies. ACHS Textbooks are also available as affordable eTextbooks—sustainable, easy-to-search, full-color downloadable textbooks. We ensure our wide array of educational materials meets the highest standards. We use only the most reputable education publishers and organic suppliers of raw materials. Our courses are reviewed by industry leaders and subject specialists and are endorsed by the leading associations in each field of study.

Support

Your admissions advisor is here to help you get started at ACHS. He or she will assist you with the admissions process and will present your application to the Admissions Committee for their consideration. College administrative staff are here to answer your questions, help you with billing or fee issues, and ensure that your learning experience is enjoyable and rewarding. Once you are accepted and registered for courses, your instructors and academic advisor are available to you online and by email, telephone, or mail to answer your questions. We also offer technical support for your online class 24 hours a day, seven days a week, every day of the year. We are committed to your success.



About ACHS

The ACHS Online Experience

As an institution specializing in online education, all ACHS courses are designed with your success in mind. At ACHS, you will complete your course through a rich, interactive, dynamic online classroom providing easy-to-use, content-rich online courses, online interactive materials, real-time chats with instructors, online lectures, access to the latest updated course materials and research, online assessments, and much more. Through the ACHS online classrooms, called eCompanions, you can collaborate and share with your fellow students and instructors.

ACHS Virtual Campus

Accessed from the ACHS Home page at www.achs.edu, the ACHS Virtual Campus provides a convenient and interactive way to communicate and learn. ACHS's online campus offers many exciting features:

- **Online Student Services:** The ACHS Student Management System allows you to have immediate access to your grades and a calendar that will keep you abreast of important dates and all upcoming school events.
- **eCompanions:** Interactive virtual classrooms are used for all ACHS online courses. Your online classroom provides easy-to-use, content-rich online courseware, online interactive materials, real-time chats with your instructor, online lectures, access to the latest updated course materials and research, module exams, final exams, and much more. Through your eCompanion, you collaborate and share with fellow students and your instructor.
- **Virtual Library:** The ACHS Virtual Library contains many materials to support your studies. It is divided into rooms according to subject, and you can use the links to enter the rooms of your choice and complete your research online. Subscription-only holistic health databases are included for your research. The library is password protected for ACHS student use only.
- **Career information:** Career opportunities are growing as complementary and alternative medicine becomes a widely accepted mode of healthcare. As an ACHS student, you can access the ACHS Career Center, including, Employment Bulletin Board and links to self-employment advice. Graduates can be listed on ACHS's



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Practitioner Directory, available online.

- **Newsletter:** As an ACHS student, you can subscribe to the *ACHS Reporter*, the College's newsletter, which keeps you informed about important College news, research information, industry updates, and the latest holistic health products available in the Apothecary Shoppe College Store. Subscribe online at <http://info.achs.edu/subscribe-to-the-achs-reporter>.

ACHS Online Course Tools

The ACHS online classrooms feature a range of tools and functions designed to provide students with an interactive and dynamic learning experience, as well as tools for success. The online classroom features include:

- Course due dates and online scheduling calendar
- Asynchronous discussion forums for sharing ideas and research
- Interactive synchronous chat tools
- Comprehensive online Webliography relevant to the student's area of study
- Comprehensive Virtual Library including access to subscription libraries for additional research

Interactive Communication

Our students experience rich and rewarding communication. This includes real-time learning with optional synchronous chats with your instructor, archived chats and lectures, one-on-one tutoring, and instructor help when needed. Online collaboration groups, discussion boards, peer-to-peer, and instructor interaction further stimulate the learning process. You can access your graded module exams and final exam, complete with instructor comments, through the integrated online gradebook and see your own progress and success as you complete your course.

ACHS also offers optional synchronous teleconferences and webinars for current students and graduates, with a variety of faculty and guest speakers throughout the year.



About ACHS

Flexible Yet Structured

Cohort class schedules are a wonderful opportunity to learn with a group of like-minded peers. They are also flexible and designed to meet your needs, allowing you to largely set your own study hours while ensuring you maintain the module due dates within the course. You study, learn, assimilate, and apply the knowledge within a supportive, semi-structured framework, designed to afford ACHS students a distinct learning advantage over other programs.

Technology & System Requirements

ACHS courses rely on the Internet, as well as textbooks, printed materials, and lab supplies. All students must complete the ACHS Student Orientation and Tutorial to familiarize themselves with the tools and functions of the online classroom they will use to complete their studies with ACHS. Students receive access to the Student Orientation upon registration; login details are sent to the student by the Registrar's Office. Current technical requirements for students are set out at <https://secure.ecollege.com/herbal/index.learn?action=technical>.

ACHS Student Community & Activities

ACHS offers students several opportunities to build community and engage in student activities while developing lifelong friendships and professional relationships throughout their studies and beyond graduation:

- **MyACHS Connect:** Students, graduates, faculty and staff enjoy collaborative community discussions and networking via the MyACHS Connect online network, the ACHS Student Union & Activities Center. This network is exclusively for the ACHS students, graduates, staff and faculty.
- **ACHS Yahoo Discussion Group:** New students are invited to join the ACHS Yahoo Discussion group online at <http://groups.yahoo.com/group/achs/>
- **Connect with ACHS Social Media:** Stay up-to-date with the latest research, industry news and top tips for wellness with <facebook.com/ACHSedu> and <twitter.com/ACHSedu>



About ACHS

Graduate Accolades

Outstanding Graduate and Famous Alumni of the Year Programs

Every year ACHS chooses one graduate to represent the College in the DETC Outstanding Graduate of the Year program and one graduate to represent the College in the DETC Famous Alumni of the Year program. Selection criteria includes a review of the graduate's academic record, as well as the level and quality of their contribution to society and to their chosen profession.

ACHS Chapter of the Delta Epsilon Tau Honor Society

ACHS maintains a Chapter of the Delta Epsilon Tau (DET) Honor Society. The DET Honor Society is sponsored by the Distance Education and Training Council and was established to:

- Recognize the academic achievements of students who study at a distance
- Publicly demonstrate that distance study is truly a viable educational option
- Inspire both students and faculty in the distance study community
- Bring honor and earned recognition to individuals who have worked diligently to acquire new knowledge and skills from an accredited distance learning institution

Selection Criteria

ACHS Honors Graduates must attain an academic average of at least 96%, or an A+ in all program requirements. ACHS will note Delta Epsilon Tau Honors on the student's certificate, diploma, or degree, and on transcripts. Honors graduates will receive an invitation to join the ACHS Chapter of the Delta Epsilon Tau Honor Society from the national chapter. Please contact Student Services with any additional questions.



About ACHS

Membership Dues

Honors graduates selected for DET Honor Society membership will be required to pay a one-time DET Membership fee of \$40. This fee is paid to the national DET Honor Society and includes:

- Membership Certificate
- Honor Society Gold Key
- Congratulatory Letter
- Honor Society Narrative and Overview

Academic Calendar

The ACHS academic year begins in September. The College Calendar may be found online at <https://www.achs.edu/academic-calendar>. ACHS blends the support and learning advantage of a traditional semester schedule with the flexibility of online education. Undergraduate and Graduate Cohorts start three times per year—Fall (September), Spring (January), and Summer (May)—and select accelerated undergraduate courses start in March, July, and October.

Classes are limited to 30 students in undergraduate courses and 20 students in graduate courses and do fill quickly. Register early to ensure your place in class. Please note that not all ACHS courses are offered for every start date on the academic calendar.



Office of Admissions

Admissions

Office of Admissions

This section defines the enrollment requirements for individuals who want to enroll at ACHS as a regular student. ACHS adheres to the U.S. Department of Education, Distance Education and Training Council, and the Oregon Office of Degree Authorization guidelines.

The ACHS Admissions Committee makes the final decisions on admission to the College and to specific programs. The Admissions Committee is made up of the President, Chief Institutional Officer, Director of Operations, Dean of Admissions, and Senior Admissions Advisor. Other senior administrators, including the Dean of Students, Academic Dean, and/or Registrar, as well as ACHS faculty, may join the Committee as needed.

General Procedures

ACHS is an equal opportunity employer and follows the same policies in accepting applications from potential students. The school is open to all students without regard to race, color, religion, age, sex, creed, origin, sexual orientation, disability, or marital status.

ACHS blends the support and learning advantage of a traditional semester schedule with the flexibility of online education. Undergraduate and Graduate Cohorts start three times per year: Fall (September), Spring (January), and Summer (May). ACHS also offers select accelerated courses throughout the year.

Applications for admission are accepted throughout the year for the upcoming cohort. Contact Admissions for registration deadlines. Class sizes are limited and most fill months in advance of the start date.

Each student's registration must be complete with all required documentation, recommendation for admission, and payment arrangements



Office of Admissions

before a student may start class.

All applicants are evaluated by the Admissions Committee on the basis of motivation and academic ability to benefit. Applicants are evaluated without regard to age, sex, race, national or ethnic origin, religion, sexual orientation, or general disability.

The American College of Healthcare Sciences' Office of Admissions responds to all requests for information. The Admissions Committee meets twice weekly throughout most of the academic year and makes the final decisions on all applications. Most admission decisions are made on a "rolling" basis. As soon as an applicant's file is complete, it is presented to the Admissions Committee at the next scheduled meeting. The Admissions Committee considers the application and either:

- Admits the student to his or her desired program at full status
- Admits the student to his or her desired program on academic probation, pending an admissions interview with a member of the committee
- Denies the application

The applicant is notified of the decision by email, telephone, or letter.

ACHS does not offer advanced standing for applicants beyond the approval of eligible transfer of credit.

Undergraduate Admissions

Admissions Requirements for Undergraduate Students

Individuals applying for admission to an undergraduate degree program at American College of Healthcare Sciences must possess a minimum of a high school diploma or state-approved equivalency.

Applicants must also meet all departmental requirements. These may include evaluation of the individual's prior high school or college transcripts, admissions essays, and other evidence that the applying student can reasonably expect to complete a degree and to benefit from the education obtained. The Admissions Committee will consider all complete applications.

High school credentials must be from an accredited or state-approved high school. The Registrar's Office will verify such status with the state of issue



Office of Admissions

or with the relevant accrediting agency.

Eligibility for federal student aid requires the student to submit one of the following to certify he or she has completed high school or its equivalency:

- Official high school transcript from a state-approved high school
- GED
- Certificate demonstrating that the student has passed a state authorized examination (for example, the California High School Proficiency Exam) that the state recognizes as the equivalent of a high school diploma
- An academic transcript of a student who has successfully completed at least a two-year program that is acceptable for full credit toward a bachelor's degree
- Appropriate homeschool credential: If the student's secondary school education was in a homeschool that state law treats as a home or private school. Some states issue a secondary school completion credential to homeschoolers. If this is the case in the state where the student was homeschooled, he/she must obtain this credential in order to be eligible for FSA funds. He/she can include in her homeschooling self-certification that he/she received this state credential.

Graduates of Non-standard or Unaccredited High Schools or Homeschooled Students

Admissions requirements for graduates of non-standard or unaccredited high schools or homeschooled students are available online at

<https://www.achs.edu/graduates-non-standard-or-unaccredited-high-schools-or-homeschooled-students>.

Applicants with Prior College Experience

An applicant for admission to an ACHS undergraduate degree program with prior college experience shall be deemed to have a record of successful performance, as demonstrated by transcripts submitted to ACHS, or a record of responsibility and achievement following unsuccessful collegiate performance. Submitted official transcripts will be stored in the student's records.

The decision to admit a student into an ACHS undergraduate program is made by the Admissions Committee following a review of the student's application and submission of all required application materials.



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To complete the ACHS undergraduate admissions process, an applicant must:

- Complete the ACHS Intake Assessment
- Submit official, unopened transcripts: All applicants are required to submit an official, unopened high school diploma, state-approved equivalency, or college transcripts for undergraduate study. Transcripts should be issued directly to the institution and can be sent to ACHS, 5940 SW Hood Avenue, Portland, OR 97239. Certified electronic transcripts can also be sent to registrar@achs.edu. Learn more about accepted transcripts online at <https://www.achs.edu/accepted-transcripts>
- Complete the Wonderlic Distance Learners Risk Profile Assessment and the Wonderlic Scholastic Level Exam—Quicktest (Access is available from an ACHS Admissions Advisor)
- Submit a copy of a government-issued photo identification, such as a state identification card, valid driver's license, or passport
- Be approved for admission by the Admissions Committee
- Complete the Online Application Form and Semester Registration Contract to register for the first semester of classes
- Make the first payment or receive a Financial Aid Award letter to secure a place in class

Students who do not meet the minimum requirements for admission to a degree may be considered on a case-by-case basis to be admitted to a Certificate or Diploma (non-degree) program at the discretion of the Admissions Committee.

Graduate Admissions

Admissions Requirements for Graduate Students

Individuals applying for admission to a graduate degree program at American College of Healthcare Sciences must possess a Bachelors degree from a USDOE-recognized accredited institution and submit official, unopened transcripts.

In addition, the prospective candidate must meet all departmental requirements. These may include evaluation of the individual's undergraduate transcripts, written essays, and other evidence of ability and motivation to successfully complete a graduate program. Students whose undergraduate GPA fell below 3.00 in their undergraduate work may be



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asked to show additional evidence of necessary preparation for graduate work.

Applicants are also required to submit one letter of recommendation from a suitable professional reference. The decision to admit a student into an ACHS graduate program is made by the Admissions Committee following a review of the student's application and submission of all required application materials. The Admissions Committee will consider all complete applications.

To complete the ACHS graduate admissions process, an applicant must:

- Complete the ACHS Intake Assessment
- Submit official, unopened transcripts: All graduate-level applicants are required to submit an official, unopened transcript demonstrating conferral of a U.S. Department of Education approved accredited Bachelors degree. Transcripts should be issued directly to the institution and can be sent to ACHS, 5940 SW Hood Avenue, Portland, OR 97239. Certified electronic transcripts can also be sent to registrar@achs.edu. Learn more about accepted transcripts online at <https://www.achs.edu/accepted-transcripts>
- Complete the Wonderlic Distance Learners Risk Profile Assessment and the Wonderlic Scholastic Level Exam—Quicktest (Access is available from an ACHS Admissions Advisor)
- Submit a letter of recommendation from a suitable professional reference
- Submit a copy of a government-issued photo identification, such as a state identification card, valid driver's license, or passport
- Be approved for admission by the Admissions Committee
- Complete the Online Application Form and Semester Registration Contract to register for the first semester of classes
- Make a first payment to secure a place in class

Students who do not meet the minimum requirements for admission to a degree may be considered on a case-by-case basis to be admitted to a Certificate or Diploma (non-degree) program at the discretion of the Admissions Committee.

Admission of International Students

International applicants should review the international admissions requirements online at <https://www.achs.edu/international-admissions-achs>.



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Lifelong Learners

Lifelong Learners are students who are not formally admitted into degree programs at ACHS but wish to enroll in classes for professional development, self-enrichment, or CEU (Continuing Education Unit).

- The Lifelong Learner must meet the stated prerequisites for coursework before enrollment.
- Coursework taken for credit as a Lifelong Learner may apply towards an ACHS degree subject to a favorable admission decision by the Admissions Committee.

What Happens After Applying for Admission?

Your admissions advisor is here to assist you with the application process. You can call or email at any time, but to ensure your advisor is available to talk with you, you can schedule an appointment time for a telephone or in-person meeting. You will talk with your admissions advisor to discuss your career interests, goals, and training needs. Your admissions advisor will explain programs, study methods, commitment, tuition and payment plans, and answer any questions you may have. He or she can provide you with detailed information on each course, including course syllabi.

- 1.** Once all required documents are received, your admissions advisor will present your application at the next meeting of the Admissions Committee. Usually the Committee will make a decision immediately. However, occasionally additional information may be required for a decision. In that case, your admissions advisor will coordinate with you to obtain any additional information.
- 2.** Your admissions advisor will call or email you to notify you of the Admissions Committee's decision as soon as possible. Formal written or emailed notification will follow.
- 3.** Your admissions advisor will work with you to create your degree plan based on your preferred study schedule: Full-time, three-quarter time, half-time, or quarter-time, and will schedule your first semester courses and set up your payment options.
- 4.** Once your first payment has been received, the Registrar will send you a confirmation of your registered courses along with your online login details so you can get started with the online ACHS Student Orientation and Tutorial. Be sure to complete this as soon as possible.



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5. Your ACHS course pack, textbooks, and related information will be shipped to you to arrive before the class starts, depending on your date of registration. You will be able to log into your class on your class start date.

Shipping

We ship course packs and textbooks via UPS or U.S. Postal Service within the United States and by insured U.S. Postal Service Air Mail to international destinations. Ask your admissions advisor for an international shipping estimate.

Three easy ways to get started:

- By phone: (800) 487-8839
- Email: admissions@achs.edu
- Online: www.achs.edu

Academic Advising

Initial advising for prospective students is provided by an admissions advisor in the Office of Admissions. Students learn about programs, admissions requirements, tuition options, and the College history. Admissions advisors assist prospective students to find the best program and courses to meet their needs.

Academic advisors are assigned to each student once enrolled to assist them on an ongoing basis in matters related to academic progress and graduation. Academic advisors work closely with each student to help ensure their success and provide support as needed.

While students are ultimately responsible for ensuring that all graduation requirements are met, academic advisors stands ready to lend assistance. Students should consult their academic advisors regularly, or as needed, by phone, or email for international students.

Transfer of Credit to ACHS

Due to the structure and content of ACHS programs, in most cases students will benefit from, and be required to complete all courses of each program. Prior credit will be evaluated and when appropriate, applied to a course with the training period shortened proportionately.



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To begin the process of transfer of credit evaluation, applicants must complete the Transfer Credit Self-Evaluation form indicating the courses taken which are believed to be equal to courses offered by ACHS and required for completion of the equivalent ACHS course(s) or degree. The completed form should be sent to ACHS by mail or fax along with copies of transcripts and transfer course descriptions and the transfer of credit evaluation fee. (Original transcripts for credits eligible for transfer will be required at a later date to complete the Transfer of Credit process.) A copy of the Transcript Self-Evaluation form is available upon request.

There is no approved list of courses taken at other institutions that will automatically be accepted for transfer of credit to ACHS. Rather, the Registrar will evaluate courses taken at other colleges and universities for transfer of credit on a course-by-course basis. This evaluation is provided to students at the time of admission and transfer of credit may be approved pending official transcripts. At this time, official transcripts must be sent to the Registrar directly from the school attended. Transcripts must be signed and sealed by the school's registrar. Only official transcripts are accepted for transfer credit.

ACHS may accept credits earned from post-secondary institutions that are accredited by a regional or national educational accrediting agency recognized by the U.S. Department of Education. Only course grades of "C" or better will be accepted for transfer to undergraduate programs; a minimum of "B" or better is required for transfer to graduate programs. Transferred courses must parallel the content of ACHS courses and have been completed at the corresponding level of study. Applicants who want to transfer from other educational institutions must be eligible to return to the last school attended.

Applicants wanting to transfer in credits or degrees earned at institutions located outside the United States must have their academic transcripts evaluated and certified by a National Association of Credential Evaluation Services, Inc., (NACES) member organization (<http://www.naces.org>). Applicants will be assessed a fee by the certifying organization and should request that the report be sent directly to ACHS. Applicants transferring in a degree need to request a General Report. Applicants wanting to transfer in credits toward specific courses in the ACHS curricula must request a Course-by-Course report. For additional information, contact ACHS Admissions at (800) 487-8839.

ACHS also reviews transfer of credit from ACE-recommended transcribed



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courses in compliance with state and accreditation requirements. Subjects considered may include anatomy and physiology, pathophysiology, medical terminology, and other core health sciences, in addition to qualifying general education, such as college writing courses, psychology, and personal health classes.

ACE-recommended transcribed courses reviewed for transfer of credit may also include military transcripts. In most cases, military training is not applicable to transfer to ACHS programs due to the nature of the curriculum, but there can be instances of appropriate credit within the core health sciences, such as anatomy and physiology or medical terminology.

All transfer of credit requests are reviewed by the Registrar's Office and the final recommendation for transfer is made by the Academic Standards Committee. The Academic Dean and relevant faculty may be consulted as needed to verify comparability and eligibility for transfer.

Students wishing to appeal a transfer of credit decision should complete the ACHS Academic Petition (available in the ACHS FAQ Knowledgebase online at <http://faq.achs.edu/questions/397/ACHS+Academic+Petition>) to petition the Academic Standards Committee for consideration. Committee decisions are final.

Maximum Allowable Transfer Credit¹

At the Associate (Undergraduate) level – A maximum of 36 of the 60 credits required for an Associates degree may be awarded for transfer credit.

At the Masters (Graduate) level – A maximum of 18 of the 36 credits required for a Masters degree may be awarded through transfer credit.

Credit for Experiential Learning

ACHS does not offer credit for experiential learning as of the printing of this Catalog. Students with prior experience in holistic health do have the

¹ As dictated by the Distance Education and Training Council and in compliance with the Oregon Office of Degree Authorization's requirements.



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opportunity to apply for an Examination for Credit or Examination for Waiver to earn credit by exam at the undergraduate level. See the section Examinations for Credit or Waiver in this Catalog for more information.

Acceptable Official Transcripts

ACHS accepts both paper and electronic transcripts for official transcripts. An official high school or College transcript is required for admission, depending on the level of study the student is pursuing (See ACHS's undergraduate and graduate admissions policies for more information). Note: Only transcripts from U.S. Department of Education approved accredited institutions or state-approved high school or equivalency transcripts can be accepted.

Please note that all transcripts must be issued **directly to the institution** to be considered official. Official paper transcripts must be sealed to be accepted. Official electronic transcripts must be in PDF and secured by a digital certificate that is displayed at the top of the transcript. Electronic transcripts must be issued by a certified document provider such as Scrip-Safe, Parchment, or Docufide.

Tuition & Fees

ACHS Tuition

Tuition is set by the Board of Directors of the American College of Healthcare Sciences. The College reserves the right to change its charges and policies at any time.

ACHS courses are designed to provide excellence in education and student services. We believe that quality education is an investment in your future and all of our services are designed to provide you with the best education for your education dollar.

Tuition includes:

- Expert faculty with real-world clinical experience in each course
- All instruction and evaluation, including weekly interaction with your instructor through the online classroom, live teleconferences and/or chats, email, and the Instructor's Virtual Office
- Dynamic online lectures updated regularly to include the latest evidence-based research and industry updates



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Your tuition also includes a wide range of student services:

- Full student services and support during your program, including unlimited online classroom access, email and telephone support during your course
- Online tools to enable you to interact with your peers and join study groups
- Career center including employment bulletin board
- Unlimited toll-free phone access to information and answers to your questions within the United States and Canada

2014-2015 Undergraduate Tuition and Fees

Regular class, per credit: \$315

Registration fee: \$200 per program, payable at enrollment. Students enrolling in single courses pay a registration fee per course, based on \$30 per credit, not to exceed \$200 per registration.

Additional fees apply per course for required course packs and textbooks.

2014-2015 Graduate Tuition and Fees

Regular class, per credit: \$460

Registration fee: \$200 per program, payable at enrollment. Students enrolling in single courses pay a registration fee per course, based on \$30 per credit, not to exceed \$200 per registration.

Additional fees apply per course for required course packs and textbooks. Please see the Total Course Price for each courses listed online at <https://www.achs.edu/what-does-it-cost-0>; an itemized breakdown of required materials and fees is available under each course description online at <http://www.achs.edu> under Academics.

Course Materials

Textbooks and required materials (course packs) average \$300 per 3-credit undergraduate course and \$330 per 3-credit graduate course. Materials and Textbook prices vary widely depending on the course. Many modality courses require course packs with practical materials for lab work. For example, students are required to purchase herb samples for their learning in herbal courses and essential oils for aromatherapy courses; these supplies



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are included in the course pack when applicable and are not optional. Students are required to use ACHS lab kits to ensure safety when preparing and using formulas. Required materials include:

- ACHS Course Pack: Online materials, Library and Resources Fee, and all required lab kits including herb and essential oil kits
- ACHS eTextbook (when applicable)

The Total Course Price for each course, including the ISBN textbook information, is published online at www.achs.edu under each course description.

Textbooks

ACHS uses both commercial textbooks and ACHS Textbooks (textbooks published by the institution), depending on the course. The Total Course Price includes tuition, required course pack, and domestic shipping. The required course pack includes the mandatory ACHS eTextbook when applicable; students cannot opt out of the ACHS eTextbook and the eTextbook is not available for purchase from third-party resellers. ACHS eTextbooks consist of required reading and are sustainable, full-color, interactive eTextbooks that can be viewed online, downloaded in PDF version, and are fully searchable. An optional printed copy of the ACHS Textbook is available for an additional printing charge.

See each course description under [Academics](#) for an itemized description of the required course pack. Each course description includes the name and ISBN of all commercially published textbooks. If you already have any of these texts, or elect to purchase your own commercial textbooks, please let your admissions or academic advisor know at the time of registration so that duplicates are not shipped to you.

Online Materials, Library and Resources Fee

Each course materials fee includes a fee (currently \$33 per credit) for online materials resources and library. This fee includes:

- An extensive Virtual Library to assist you with research, including access to two subscription-only research database libraries and to many full-text resources. Graduate students and students in select undergraduate courses also have access to the online and on-campus library of Oregon Health & Science University (OHSU) and to the Library and Information Resources Network (LIRN).



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- Online video and audio resources.

Estimated Total Annual Expense

The estimated total annual tuition expense for ACHS undergraduate and graduate programs can be found online at <https://www.achs.edu/achs-tuition-and-funding>.

Projected Maximum Cost

The projected maximum cost for all ACHS degree programs is provided online at <https://www.achs.edu/what-does-it-cost-0> and includes the registration fee, all required textbooks, and the online ACHS eTextbook. Note that this estimate is based on current tuition. Tuition, fees, and materials usually increase once per year.

Costs Not Covered by Tuition

- Computer: Each student will need a computer with Internet access that meets the minimum technology requirements (view at myachsclass.org).
- Additional Recommended Reading: While all texts required to complete each course are itemized in the Total Course Price, faculty may provide additional recommended book lists that are optional; purchase is not required and the library is an excellent resource for many of these books. These are available at the Apothecary Shoppe College Store at a student discount.

Other Fees

As an accredited College, we are required to publish all fees that may apply to a student at any time during their enrollment at ACHS, though most students will never encounter many of these fees if they remain in good academic and financial standing. You can view these fees online at <https://www.achs.edu/other-fees>.

Tuition Payment Options

At American College of Healthcare Sciences, we are committed to helping students earn their Certificates, Diplomas, Associate, and Masters degrees without amassing a burden of debt. As an accredited institution, ACHS offers many funding options, including federal financial aid to those who



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qualify, direct payment options, such as semester payments and monthly payment installment plans, military and employer tuition assistance benefits, and a wide range of other alternative funding options discussed below.

Monthly Payment Installment Plan: In addition to semester payment options, qualifying students may divide the tuition, materials, and fees for each semester into four monthly installment payments. More information about payment installment plans is provided later in this Catalog.

ACHS is approved for qualifying students to receive funding from:

- Federal student aid programs (Federal School Code 04194400)
- Private student loans
- Veteran's benefits
- Military tuition assistance
- Employer tuition assistance
- Workforce Investment Act (WIA) funds (ACHS is on the Eligible Training Provider List (ETPL) for Oregon)
- Vocational Rehabilitation funding
- ACHS Military Award Program Scholarship
- ACHS Adult Scholarship
- AmeriCorps Education Award
- Trade Adjustment Assistance (TAA) Program
- In-house Payment Installment Plans (PIPs)

More information about ACHS's tuition options is available online at <https://www.achs.edu/financial-aid-achs>. Information about applying for federal student aid can be found online at <https://www.achs.edu/apply-financial-aid>.

ACHS does not participate in work-study programs or offer student jobs at this time.

General Information Regarding Military Education Benefits

If you served on active duty, you might be eligible for education benefits offered by the Department of Veterans Affairs. For example, the Post-9/11 GI Bill provides financial support for educational and housing expenses to individuals with at least 90 days of aggregate service after September 10, 2001, or individuals discharged with a service-connected disability after 30



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days. You must have received an honorable discharge to be eligible for the Post-9/11 GI Bill.

If you are currently serving in the military, you may be eligible for funding offered through the Department of Defense Tuition Assistance program. Check your eligibility status and the amount for which you qualify with your Service prior to enrolling.

If you are the spouse or child of a service member who is serving on active duty Title 10 orders in the paygrades of E1-E5, O1-O2, or W1-W2, you may be eligible for financial assistance from the Department of Defense for education, training, and/or the occupational license and credentials necessary for a portable career.

If you are the spouse or child of a service member, you may be eligible for transfer of the service member's Post-9/11 GI Bill benefits to you.

If a student is eligible to receive VA Benefits, they may download the appropriate application for benefits from the Department of Veterans Affairs main website at www.gibill.va.gov. The ACHS VA Certifying Official will assist students to complete their forms correctly and enroll using VA Benefits.

Select ACHS Programs are Approved for Veterans Funding

Veterans' benefits are available to students who qualify under the regulation of the Veterans Administration. Qualification requirements and application processes vary among types of benefits, which include the Montgomery G.I. Bill, Post 9/11 GI Bill, Survivors' and Dependents' Educational Assistance, REAP, and Vocational Rehabilitation. Veterans intending to use their education and training benefits should contact their admissions advisor, or academic advisor if already enrolled, for more information regarding the application process specific to their benefit.

Students receiving Veterans' benefits are held to the same satisfactory academic progress standards as all ACHS students.

ACHS is Affiliated with DAN TES

ACHS is affiliated with the Defense Activity for Non-Traditional Education Support (DAN TES) and is listed in the DAN TES Catalog of Nationally Accredited Distance Education programs. DAN TES affiliation qualifies active-duty military personnel for tuition reimbursement. All accredited



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courses are approved for DANTES reimbursement. This tuition reimbursement applies to active duty Navy, Marine Corps, Army, Active Guard Reservists (AGR), Army National Guard (ARNG military and civilian personnel), U.S. Army Reserves (USAR), Air Force Reserve Command (AFRC), and Air National Guard.

Third-Party Billing Agreements

ACHS will bill employers who pay tuition for their employees. If your employer pays at the end of the term, please provide ACHS with a signed letter of financial guarantee at the time you register for your classes.

Third-Party Credit Cardholders

Students using a third-party credit card must have the cardholder sign and return the ACHS Credit Card Authorization form authorizing the charge. The cardholder can indicate if this is for a one-time or recurring charge as well as allow verbal authorization for charges. ACHS cannot charge a third-party credit card without this signed authorization on file. This form is available from your admissions advisor and in the ACHS FAQ Knowledgebase online at <http://faq.achs.edu>.

Please note that the credit card authorization form does not designate the individual as an authorized agent on your student account. Students may assign an authorized agent by completing the ACHS Authorized Agent form available in the ACHS FAQ Knowledgebase online at <http://faq.achs.edu>.

Financial Obligations

For current College tuition and fee payment deadlines, visit the College website at <http://www.achs.edu>, or call the Business Office at (800) 487-8839.

Admission to or continued registration with ACHS, conferring of degrees, and issuance of academic transcripts may be withheld for failure to meet financial obligations to the College.



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Payment Installment Plans at ACHS

ACHS students can pay for each semester's courses at the time of registration or pay in convenient automatic monthly payments with an approved credit review. Monthly Payment Installment Plans ("PIPs") are a courtesy extended to help students budget for college without taking on student loan debt. PIPs are simply your semester balance divided by four.

Participation Fees

A nominal participation fee (currently \$20) is charged to PIP accounts with each month's payment to cover administrative costs. Students who pay for each semester in full at the time of registration do not pay participation fees.

Failing to Make Payments On Time

A late fee (currently \$20) is applied to any payment that is received after the due date. In fairness to all students, payments that are more than seven days late will result in further collection actions and restricted access to current course(s). Please contact the Business Office immediately if you anticipate having a payment issue. Please note: The continued convenience of a payment installment plan is only available to students who incur no more than two late fees.

Using a Debit Card for Course Payments

If you provide a Visa or Mastercard that is a debit card for a monthly payment plan, you assume all liability for overdraft fees. We recommend that you only use a debit card if you have overdraft protection on your account. Our system will charge your card automatically each month, and we will only make changes to your payment if we receive a request in writing at least seven (7) days prior to the charge. If you do not have a credit card for automatic monthly payments, you may elect to make a payment in full for the semester tuition, materials and fees. ACHS requires all students that do not pay in full for the semester to arrange an automatic monthly payment.

Rising Costs

ACHS works with publishers and vendors to keep the cost of texts and course packs affordable, but we have no way to predict future costs. ACHS's Board of Directors carefully reviews cost-savings initiatives with



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maximizing each student's investment in mind before considering a tuition increase. In addition, ACHS continually works with vendors to reduce the pricing on course materials, providing the highest quality and most affordable course packs to students.

How to Register for Your Next Course

To register for your next course, please complete your registration online at www.achs.edu under Student Services by the registration deadline (published on the ACHS Academic Calendar <https://www.achs.edu/academic-calendar>). To make a payment, please call the Business Office at (800) 487-8839, Monday to Friday 8:30 a.m. to 5:30 p.m. Pacific time, or complete the ACHS Student Payment form found online at <http://faq.achs.edu> and fax to (503) 244-0727. You may also mail your check or money order to ACHS, 5940 SW Hood Avenue, Portland, OR 97239. Please do not email your credit card information for security purposes.

Questions?

If you have any questions about your balance, payment plans, or need a current statement, please contact the Business Office at (800) 487-8839.

ACHS Refund Policy

ACHS follows the refund policy set out by the DETC and complies with the refund policy of the Oregon Office of Degree Authorization.

Students are asked to contact their academic advisor or the Dean of Admissions to discuss dropping a class.

Cohort courses have set start and end dates, and students progress through the course with a group of peers at approximately the same time, supported by their instructor and Student Services Department. Tuition refunds for cohort courses are pro-rated based on time enrolled in the course.

Students who cancel within five days after signing the enrollment contract are entitled to a full refund. Materials are not shipped until the expiration of these five days. If a student withdraws after five days, ACHS will retain the registration fee, not to exceed \$200.

If the student enrolls in a Program (Certificate, Diploma, or Degree), each course is treated separately for the purposes of calculating any refund to



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the student.

No student is obligated for tuition charged for a term that has not commenced when the student withdraws.

Online Library, Materials, & Resources Fee

This fee funds subscription library database licenses and access to required online lectures, materials, and class forums. No refunds are available after online course opens.

Course Packs & Textbooks

ACHS offers a 14-day return satisfaction guarantee for materials. Materials should be unopened and in reusable condition. Shipping is not subject to refund. The College is not responsible for damaged or lost study materials. The ACHS eTextbook fee is non-refundable after the online course opens.

Tuition Refund Policy for Cohort Fixed Length Credit Courses Up to 16 weeks in Length²

Students requesting cancellation during subsequent weeks from their start date are entitled to the amounts listed in the chart below. If the student contracts for a Program (a learning unit that includes two or more courses), each course is treated separately for the purposes of calculating any refund to the student. Students are not entitled to any refund after a specified week in the course, for example after week 9 in a 16-week course. Refunds are based on the date the drop request is received at ACHS or the postmarked date if mailed. The College will make any refund due within 30³ calendar days from this date. It is a student's responsibility to repay any student loans. Some financial institutions require that refunds be paid back directly to the institution in the event of a refund. Depending on payment plans, students who drop a course may still owe a balance to ACHS and/or

² Note that state-mandated refund policies apply for students in Iowa, Maryland, and Wisconsin. The ACHS Refund Policy supersedes these requirements where ACHS's refund policy is more generous to the student. For Indiana residents:

<https://www.achs.edu/indiana-residents>. For Iowa residents: <https://www.achs.edu/iowa-state-refund-policy>. For Maryland residents: <https://www.achs.edu/maryland-state-refund-policy>. For Wisconsin residents: <https://www.achs.edu/wisconsin-state-refund-policy>.

³ For Wisconsin residents: Refunds will be made within 10 days in the event of cancellation.



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their lender.

Published Length of Course:	Refundable Tuition Due After
1-6 weeks	1st week = 70% 2nd week = 40% 3rd week = 20% 4th week = 0%
7-10 weeks	1st week = 80% 2nd week = 60% 3rd week = 40% 4th week = 20% 5th week = 0
11-16 weeks	1st week = 80% 2nd week = 70% 3rd week = 60% 4th week = 50% 5th week = 40% 6th week = 30% 7th week = 20% 8th week = 10% 9th week = 0%

Travel Programs

Your deposit must be paid to secure your accommodations. The balance of your fee is due eight weeks before the first day of class. A 100% refund is offered if you withdraw in writing within five days of enrollment. If you withdraw eight weeks or more before the first day of class, your deposit is non-refundable. If you withdraw within eight weeks of the first day of class, no refund is available. We require all students to obtain travel insurance.

Return of Title IV Policy

A student receiving federal (Title IV) financial aid who withdraws is subject to “Return to Title IV” provisions. Federal statutes require ACHS to recalculate eligibility for any student who completely withdraws during any term or payment period if the student received or was eligible to receive Title IV funds in that period.

ACHS uses a prorated calculation to determine the percentage of aid



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earned and recalculate eligibility for Title IV funds. This is based on the number of days elapsed when the student withdraws or is withdrawn by the institution divided by the number of days in the semester.

If a student earned less aid than was disbursed, ACHS will return a portion of the funds and the student is required to return a portion of the funds. When Title IV funds are returned, the student may owe a balance to ACHS. Students are responsible for payment of any remaining balance whether or not they are readmitted to the school. The percentage of federal financial aid determined to be unearned for the payment period must be returned to the appropriate federal financial aid program(s).

If a student earns more aid than was disbursed to him/her, ACHS will reimburse the student a post-withdrawal disbursement that will be paid within 120 days of the date that ACHS determined that the student withdrew.

Refunds are allocated in the following order:

- Unsubsidized Federal Direct Loan
- Subsidized Federal Direct Loan
- Federal Parent (PLUS) Loan
- Federal Pell Grant
- Federal Supplemental Opportunity Grant (FSEOG)
- Other Title IV assistance
- Other state, private, and institutional aid

Withdrawals

Federal student aid is disbursed to students 30 days after the start date of a semester following verification of attendance in the semester during the first 14 days of class. The assumption is that students will complete all courses for which the aid was disbursed. If a student withdraws before the end of the period, ACHS must determine the portion of aid the student earned and calculate any Title IV funds that should be returned to the U.S. Department of Education or disbursed to the student as a post-withdrawal disbursement. The withdrawal date for a student who ceases attendance at the College, including a student who does not return from an approved leave of absence, is the last date of academic attendance or attendance at an academically related activity determined from College attendance records.

If a withdrawing student received (or ACHS or a parent received on the student's behalf) less aid than the student earned (based on the federal



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formula), the student may be eligible to receive additional funds. If the student received more aid than the student earned, the excess must be returned to the Title IV aid program (by ACHS and/or by the student).

Unofficial Withdrawals

Students who do not provide official notification to ACHS of their intent to continue in their class or withdraw may be considered for administrative withdrawal after 14 consecutive days of nonattendance at an academically related activity.

Date of Determination

The date of determination (DOD) for students who unofficially withdraw from the College is no greater than 15 days after the official last date of attendance or when a student fails to return from an approved leave of absence. The College will return the amount of federal financial aid funds for which it is responsible no later than 45 days after the date the College determines the student has withdrawn.

Calculating Aid Earned

The amount of aid earned is determined on a pro rata basis. For example, if a student completed 30 percent of the period of enrollment, then the student earned 30 percent of the aid they were awarded. However, once the student has completed more than 60 percent of the period of enrollment, he or she is considered to have earned 100 percent of the aid scheduled for that period.

There may also be some Title IV funds the student was scheduled to receive but not yet disbursed because of a failure to meet other Title IV eligibility requirements. For example, if a student is a first-time, first-year undergraduate student and does not complete the first 30 days of his or her program before withdrawing, the student will not be eligible to receive any federal Direct Loan funds.

Verification and the Return Calculation

If a student provides required verification documents after withdrawing from ACHS, but within 30 days of the date of the notification informing the student of the requirements, and in time for the College to meet the 30-day Return deadline, the R2T4 calculation will be calculated based on all federal financial aid the student had established eligibility for prior to the



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withdrawal.

For the Federal Pell Grant Program, if the student provides the verification documents after the 30-day deadline but before the earlier of 120 days after the student's last date of attendance or the deadline established by ED each award year, ACHS will review and address eligibility as required.

If a student does not provide all verification documents in time for ACHS to complete verification and meet the R2T4 deadlines, the College will include in the R2T4 calculation only the federal financial aid that was not subject to verification (unsubsidized and PLUS loan funds) and for which the conditions of a late disbursement were met prior to the withdrawal.

Funds Owed to ACHS

The requirements for Title IV program funds when students withdraw are separate from ACHS's refund policy. Therefore, even if you have earned all of the federal aid you received according to the Department's formula, you may still owe funds to ACHS to cover unpaid institutional charges.

Late Disbursements & Overpayments

Conditions for a Late Disbursement

Following are the conditions under which a late disbursement may occur:

- The Department of Education (ED) processed a Student Aid Report (SAR) or Institutional Student Information Record (ISIR) with an official Expected Family Contribution (EFC) for the student (except in the case of a parent PLUS loan)
- The College originated a Direct Loan (DL)
- The College awarded the student the Federal Supplemental Educational Opportunity Grant (FSEOG)

Inadvertent Overpayments

An inadvertent overpayment occurs when ACHS disburses funds to a student no longer in attendance but prior to the date ACHS determines the student withdrew from the program. This would include any federal financial aid fund disbursements made after the student's last date of attendance, but prior to ACHS's determination that the student has been withdrawn. These inadvertent overpayments are included in the R2T4 calculation as aid that could have been disbursed.



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Only students who meet late disbursement criteria are entitled to keep federal financial aid funds disbursed as an inadvertent overpayment. If an inadvertent overpayment could not have been made as a late disbursement, ACHS will return the entire amount of the federal financial aid funds disbursed. If the inadvertent overpayment could have been made as a late disbursement, ACHS will return only the unearned portion of the inadvertent overpayment within 45 days of the College's date of determination that the student withdrew. Unearned inadvertent overpayments will be returned according to the requirements for the return of unearned funds.

Grant Overpayments

Any unearned grant aid that students must return is considered an overpayment. The maximum amount of a grant overpayment is half of the grant funds the student received or was scheduled to receive. If students are required to return unearned grant aid funds, they must make arrangements with ACHS or the U.S. Department of Education to do so.

Learn More

Students can learn more about the processing of Title IV federal student aid program funds by calling the Federal Student Aid Information Center at 1 (800) 4-FEDAID (1 (800) 433-3243). TTY users may call 1 (800) 730-8913. Information is also available at <http://www.studentaid.ed.gov>. ACHS's Office of Student Financial Services is also available to assist students at (800) 487-8839, Monday to Friday, 8:30 a.m. to 5:30 p.m., Pacific time.



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Undergraduate Student Classifications

Undergraduate Student designates a student who has completed a high school diploma or equivalent, has been admitted to an undergraduate degree program, and is enrolled in undergraduate coursework.

- **Full-Time Student** designates a student who is registered for a minimum of 12 undergraduate credits per semester.
- **Half-Time Student** designates a student who is registered for a minimum of six undergraduate credits per semester.
- **Active Student** designates a student who is registered for a minimum of three undergraduate credits per academic year.
- **Inactive Student** designates a student who has not been registered for at least one credit hour that contributes to degree requirements (as determined by the Program) in an academic year, and has not applied for and received a formal leave of absence.
- **Lifelong Learner** designates a student who is not admitted into a degree program but is enrolled in classes.
- **Admitted Student** designates a student who has completed the admissions process for a degree.

Graduate Student Classifications

Post-Baccalaureate Student designates a student who has completed a baccalaureate degree.

- **Graduate Student** designates a student who has completed a baccalaureate degree, has been admitted to a master's program, and is enrolled in graduate coursework.
- **Full-Time Student** designates a student who is registered for a minimum of nine graduate credits per semester.
- **Half-Time Student** designates a student who is registered for a minimum of six graduate credits per semester.
- **Active Student** designates a student who is registered for a minimum of three graduate credits per academic year.
- **Inactive Student** designates a student who has not been registered for at least one credit hour that contributes to degree



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requirements (as determined by the Program) in an academic year, and has not applied for and received a formal leave of absence.

- **Lifelong Learner** designates a student who is not admitted into a degree program but is enrolled in classes.
- **Admitted Student** designates a student who has completed the admissions process for a degree.

Standards of Academic Progress

All students who have been admitted to a degree program at American College of Healthcare Sciences are required to make satisfactory academic progress (SAP) toward completion of their degree.

The **qualitative standard** requires the student to achieve a minimum grade point average of 2.0 for undergraduate courses or 3.0 for graduate courses and maintain a cumulative grade point average of at least 2.0 or 3.0 for undergraduate or graduate courses respectively, for the remainder of the program.

The **quantitative standard** requires all students to complete their program of study within 150% of the normal time frame for completing the program.

ACHS is dedicated to maintaining fair and useful assessment and grading procedures. Evaluation of satisfactory progress involves assessment of written essays and discussions, and examinations, using the grading schedule outlined in this Catalog. Students are maintaining satisfactory academic progress if they:

- Sustain an average of 70% in graded coursework in their current course(s),
- Complete 67% of the attempted credits in each semester,
- Maintain a 2.0 cumulative GPA for undergraduate courses or 3.0 for graduate courses,
- Complete at least one credit-bearing course per academic year, and
- Complete any incomplete or failed courses within the time outlined in the Incomplete Grade policy or as approved by the Academic Standards Committee via academic petition.

Students who do not meet these requirements will be placed on academic



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probation.

How Satisfactory Academic Progress is Reviewed

Academic and degree progress standards are monitored through the advising process. Advisors help to ensure student success by helping each student to set and achieve academic goals and use the facilities and personnel of ACHS. Advisors alert the student of academic deficiencies and work with each student to overcome these deficiencies with the student's success in mind.

Academic advisors will also contact students admitted to a Program who are not enrolled for at least one credit-bearing course per semester. Students must complete at least one credit-bearing course per academic year to maintain satisfactory academic progress (SAP).

Students should log into their account at <https://myachs.com> and complete a degree audit (under My Utilities), which details their progress towards completing the course work for their degree. This transcript analysis is updated once grades are posted at the end of each semester.

Academic Probation

In all instances the length of academic probation, also referred to as the probationary period, shall be one semester unless notified otherwise.

Course

Students will be placed on academic probation in their course if they:

- Fail to sustain an average of 70% in graded coursework in their current course(s)
- Fail to complete current course(s) with a complete and passing course grade
- Violate the ACHS Academic Honesty Policy
- Have attendance issues (Students who do not participate in academically related activities for 14 consecutive days and do not contact the College regarding their intent to continue or withdraw may be administratively withdrawn from the course.)

Students will be notified of their probation status by telephone, email, or mail. They will then need to meet (in person or via telephone) with their academic advisor within two weeks of the probation notice to identify



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remedies.

Students on academic probation will have their registration restricted. They will be automatically removed from academic probation when they have remedied deficiencies within the guidelines established by the academic advisor and/or the Academic Standards Committee as applicable.

Program

Students will be placed on academic probation in their program if they fail to:

- Maintain a 2.0 cumulative GPA for undergraduate programs or 3.0 cumulative GPA for graduate programs,
- Complete 67% of the attempted credits in a semester,
- Complete at least one credit-bearing course per academic year, or
- Complete any incomplete or failed courses within the time outlined in the Incomplete Grade policy or as approved by the Academic Standards Committee upon approval of academic petition.

Students will be notified of their probation status by telephone, email, or mail. They will then need to meet (in person or via telephone) with their academic advisor as soon as possible to identify remedies.

Students on academic probation will have their registration restricted. They will be automatically removed from academic probation when their cumulative program GPA rises to or above 2.0 for undergraduate programs, 3.0 for graduate programs, or they complete any incomplete or failed course grades during the probationary period.

Students placed on academic probation for lack of earned credit during the academic year will be removed from academic probation if they register and complete at least one credit-bearing course in the next semester following notification.

Students who have received notice of academic probation have the right to petition the Academic Standards Committee if there are extenuating circumstances. A written petition must be submitted to the Academic Standards Committee within 30 days of the date of notification. Extenuating circumstances should be explained fully in the petition. The Academic Standards Committee reviews all petitions. The Committee may approve



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the petition, approve the petition with condition, or deny the petition and suggest alternative action.

Failure to remedy a GPA deficiency within the probationary period will result in administrative withdrawal. Students will receive written notification of administrative withdrawal.

A student who has been dismissed under this policy may request that a corrective meeting be held to determine whether he or she may be readmitted.

Upon administrative withdrawal, the student will be required to re-apply for admission under the current program requirements. The student's re-admission is subject to approval by the Academic Standards Committee.

See the policy on Readmission later in this Catalog.

Standards of Academic Progress (SAP) for Students Using Federal Financial Aid (Title IV)

Students receiving Title IV financial aid must meet the same requirements for all students as described above to maintain SAP.

SAP is measured after each payment period (at the end of each semester) for financial aid students. In order to ensure completion of the program within the maximum time frame, ACHS requires program students to successfully complete 67% of the credits attempted in each payment period. All students must have completed a minimum of 67% of the credits attempted in order to graduate within 150% of the normal time frame. Students who have not completed their program within the established maximum time frame will be terminated for not making satisfactory progress.

If a review of the student's academic record indicates that they have not met SAP, they will be given a financial aid warning and will be notified by telephone, email, or by mail. Students will need to then meet with their academic advisor (in person or via telephone) to identify possible remedies. Students will remain eligible for federal student aid for one semester, after which their SAP will again be reviewed.

If the student's cumulative grade point average and/or completion rate continues to be less than the minimum standard for a subsequent semester, they will be placed on financial aid probation [34CFR 668.34 (a)(9)] and will



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be notified by mail. The student is provided with a warning that continued failure to meet satisfactory academic progress requirements will result in cancellation of aid and require an appeal for reinstatement of financial aid eligibility.

If a student's cumulative grade point average and/or completion rate continues to be less than the minimum standard for a third semester, the student's financial aid will be cancelled pending a successful appeal.

An appeal will require an academic plan.

In certain situations, an appeal may be warranted, including the following:

- The student experiences extenuating circumstances outside of his or her control.
- The student has a death in the family.
- The student becomes ill.

Each appeal will be individually reviewed by the Financial Standards Committee. The student will be notified in writing of the Committee's decision within 30 days of receipt of the appeal. The committee's decision will be final.

Students may continue to take courses at their own expense until they have achieved SAP. Continued failure to remedy SAP deficiencies will result in administrative withdrawal, and students will be notified by mail. In such cases, students will remain financially liable for the time they were enrolled.

Students who have been administratively withdrawn are not eligible for reinstatement, and must apply for readmission to ACHS, subject to approval by the appropriate ACHS Committee. A written petition must be submitted within 30 business days of the date of notification. Extenuating circumstances should be explained fully in the petition. The Committee may approve the petition, approve the petition with condition, or deny the petition and suggest alternative action.

Cancellation of Aid

If a student's financial assistance is cancelled for failure to meet SAP, the student will be notified in writing informing him/her of the cancellation as well as the requirements for reinstatement and appeal.



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Maximum Time to Complete or Rate of Progress

In order to ensure completion of the program within the maximum time frame, ACHS requires program students to successfully complete 67% of the credits attempted in each payment period. Students must also complete at least one credit-bearing course per academic year to maintain SAP. All students must have completed a minimum of 67% of the credits attempted in order to graduate within 150% of the normal time frame. Students who have not completed their program within the established maximum time frame will be terminated for not making satisfactory progress.

Academic Probation

In all instances the length of academic probation, also referred to as the probationary period, shall be one semester unless notified otherwise.

Academic Probation for a Course

Students will be placed on academic probation in their course if they:

- Fail to sustain an average of 70% in graded coursework in their current course(s) (required to maintain minimum program GPA)
- Do not complete 67% of the attempted course(s) with a complete and passing course grade
- Violate the ACHS Academic Honesty Policy
- Have attendance issues (Students who do not participate in academically related activities for 14 consecutive days and do not contact the College regarding their intent to continue or withdraw may be administratively withdrawn from the course.)

Students will be notified of their probation status by telephone, email, or mail. They will then need to meet (in person or via telephone) with their academic advisor within two weeks of the course end date to identify remedies.

Academic Probation for a Program

Students will be placed on academic probation in their program if they fail to:

- Maintain a 2.0 cumulative GPA for undergraduate programs or 3.0 cumulative GPA for graduate programs,
- Complete at least one credit-bearing course per academic year, or



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- Complete any incomplete or failed courses within the time outlined in the Incomplete Grade policy or as approved by the Academic Standards Committee upon approval of academic petition.

Students will be notified of their probation status by telephone, email, or mail. They will then need to meet (in person or via telephone) with their academic advisor as soon as possible to identify remedies.

Students on Academic Probation will have their registration restricted. They will be automatically removed from Academic Probation when their cumulative program GPA rises to or above 2.0 for undergraduate programs, 3.0 for graduate programs, or they complete any incomplete or failed course grades during the probationary period.

Students placed on Academic Probation for lack of earned credit during the academic year will be removed from Academic Probation if they register and complete at least one credit-bearing course in the next semester following notification.

Students who have received notice of Academic Probation have the right to petition the Academic Standards Committee if there are extenuating circumstances. A written petition must be submitted to the Academic Standards Committee within 30 days of the date of notification. Extenuating circumstances should be explained fully in the petition. The Academic Standards Committee reviews all petitions. The Committee may approve the petition, approve the petition with condition, or deny the petition and suggest alternative action.

Failure to remedy a GPA deficiency within the probationary period will result in administrative withdrawal. Students will receive written notification of administrative withdrawal.

A student who has been dismissed under this policy may request that a corrective meeting be held to determine whether he or she may be readmitted.

Upon administrative withdrawal, the student will be required to re-apply for admission under the current program requirements. The student's re-admission is subject to approval by the Academic Standards Committee.

See the policy on Re-admission.



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Corrective Meetings

Corrective Meetings may be held to determine the outcome of Academic Probation, a request for readmission, or to determine disciplinary action.

Anyone may request a Corrective Meeting. A request for a Corrective Meeting must be made in writing, signed, and addressed to the Dean of Students. The Dean of Students or nominee coordinates the Corrective Meeting. He or she will give notice by email or postal mail to the student (or to their guardian if the student is a minor) to meet for a Corrective Meeting.

A Corrective Meeting may be held in person, by telephone, or online. If the student does not meet as requested, a decision may be made in the student's absence. At the Corrective Meeting, the student and the College official will review the situation and discuss possible action. The College official will provide the student with an opportunity to respond and discuss this response. The College official will inform the student of his or her decision with respect to the situation within five business days of the conference. The results of the Corrective Meeting are binding.

Forms of Discipline

The College official may impose the following forms of discipline following a Corrective Meeting:

- **Reprimand:** Written or verbal notice that a student's conduct in a specific instance does not meet ACHS standards and that continued misconduct may result in a more serious disciplinary action.
- **Probation:** Notice that the student found in violation of ACHS standards may continue to be enrolled under stated conditions, violations of which may be cause for more serious disciplinary action.
- **Restitution:** Reimbursement for damage to, or misappropriation of property, which may take the form of appropriate service to repair or otherwise compensate for damages. The College official may impose restitution with any other penalty.
- **Dismissal:** For serious offences, the College official may dismiss a student from the College. Tuition will be refunded according to the refund policy at the time of the student's enrollment. It is the responsibility of the student to notify the appropriate institution if the student has a student loan or is receiving financial aid.



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Transfer and Readmitted Students/Students Changing Majors

If a student transfers to ACHS from another institution, the transfer credits that have been accepted by the ACHS will count as Total Semester Credits Attempted and Total Semester Credits Completed. The grades from such credits will not be included in the calculation of minimum cumulative grade point average (CPGA).

If a student changes majors, ACHS credits that have been applied to the new major will count as Total Semester Credits Attempted and towards the student's Total Semester Credits Completed at ACHS. The grades from such credits will be calculated into the Minimum CGPA.

Repeated Courses

Students receiving Title IV Federal Financial Aid may repeat a course in accordance with ACHS's academic policy. Credits from both course attempts will be counted in Total Semester Credits Attempted and in Minimum Cumulative Credits Completed at ACHS but only the highest grade received will be included in the calculation of Minimum CGPA. Credits from both course attempts will also count towards the Maximum Time Frame for Completion.

Incomplete Grades

See the Incomplete Grades policy later in this Catalog.

Readmission

Students who have been administratively withdrawn are not eligible for reinstatement, and must apply for readmission to ACHS, subject to approval by the Academic Standards Committee. Readmission does not change the student's original entry date. Time to degree will be calculated from his or her first entry date. At that time, the student's academic records will be evaluated in order to determine if it is possible for a cumulative grade point to be achieved and for the program to be completed within the maximum time frame of 150%. If both of these standards can be achieved and the student has demonstrated an ability to benefit from the program, the student will be readmitted and will also be eligible for Title IV funds upon re-enrollment.



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If it is not possible for the student to meet both standards, the student will be allowed to enroll at his or her own expense; the student will not be eligible for Title IV financial aid programs.

After being readmitted to ACHS, any student not earning a cumulative GPA of 2.0 for undergraduate courses or 3.0 for graduate courses and completing 67% of the credits attempted each month thereafter will be administratively withdrawn from ACHS and will not be eligible for readmission. Students will receive written notification of administrative withdrawal.

Inactive Status

Students who have not been registered for at least one credit hour that contributes to degree requirements (as determined by the Program) in an academic year, and have not applied for and received a formal leave of absence, are considered *inactive*.

Time to Degree

All certificate, diploma, undergraduate and graduate degree requirements must be completed no later than five years from the date of matriculation into the Program. Students are required to maintain satisfactory academic progress during this period and must complete at least one credit-bearing course per academic year.

Course Length

ACHS courses are cohort-based and completed over 16 weeks. They start and end on specific dates and course due dates are set for each module. Students can view the start and end dates of each class within their online classroom, within their account at <https://myachs.com> and on their enrollment paperwork. Students will find module due dates for each course within the online classroom and in the integrated course calendar.

Requirements for Completion

Course

Requirements for completion vary for each course but may include completion of module exams, discussions, practical lab work, practical



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exercises, and examinations. Students must complete at least 80% of all required coursework based on the grading scale and must complete the final examination. One extension may be granted for completion of course work. The maximum extension available without charge is two weeks after the completion date. Any additional extensions are at the discretion of the Academic Standards Committee and extension charges, covering additional tuition and technology fees (view fee information online at <https://www.achs.edu/other-fees>), will apply. After that time, students may request reinstatement or re-enroll for the course.

Degree

Degrees are issued at the completion of all Program requirements as set out in the criteria for the program in this Program Catalog. Students must be in good academic and financial standing to graduate, with all fees paid. Degrees feature an embossed seal and are signed by the President and Registrar. Students can access their unofficial transcript at any time during their program in the online account at <https://myachs.com> to review their grade report at the end of each course working toward the Degree.

Leave of Absence Policy

Course

For a family or personal emergency, students can request a leave of absence of up to 10 days. ACHS classes are limited in size. In most cases, classes fill in advance and have a waiting list. Enrolling in a course is a commitment to complete that course.

Dropping a Course

If a student is not able to continue in a course in the current semester, the student will be directed to drop the course and register for the course in the next semester. The ACHS Refund Policy applies to the course drop and tuition is pro-rated accordingly.

Students wishing to drop a course should contact Student Services at (800) 487-8839 or stuserv@achs.edu. A student may be required to purchase updated materials when the course is rescheduled if materials have been updated for the next intake. A student's financial account must be in good standing to schedule the course for the next semester. Students will be charged for the current tuition and fees at the time of re-registration.



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We cannot guarantee that space will be available in the next intake.

Program

Under special circumstances, students may apply for leave of absence for a specific period of up to one year. Assuming appropriate documentation is provided, the circumstances justifying a leave include but are not limited to personal or family medical conditions, call to active military duty, maternity or paternity leave, or death in immediate family. The applicant may be asked to provide documentation. A student's financial account must be in good standing to be eligible to request a leave of absence.

An approved leave of absence preserves the student's status in his or her degree program, and the time off will not be counted against the time limits for awarding degrees. Registration is not required during the leave period. A leave may be renewed for up to one additional year if the student applies for a leave extension at least one month before the end of his or her initial leave. Renewal of a leave is subject to the approval of the College. In no case may any student be granted a leave for more than two years.

Students must use the Academic Standards Committee Petition Form (available online in the ACHS FAQ Knowledgebase online at <http://faq.achs.edu>) to apply for a Leave of Absence from a program. The Academic Standards Committee considers all academic petitions. Student Services will notify the student of the approval or denial of the request. The Academic Standards Committee may approve the petition, approve the petition with condition, or deny the petition and recommend the student withdraw from the program and re-apply when the student has the ability to commit to his or her studies.

Note: Students with student loans should confer with the loan provider before requesting a leave of absence to ascertain the consequences of a leave on their loan status.

Final Examination Process

Online Examinations

ACHS's online final exams are timed by the system and use online methods to ensure academic honesty, including methods to verify identity. We also ask students to abide by an honor code. Degree students must complete a proctored exam for 25% of the credits required.



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Key points for exams:

- Final exams are closed book: They must be completed without reference to other materials including online search tools.
- Exams are designed to be challenging to complete in the given time to ensure that the student does not have time to refer to outside materials but, for unproctored exams, we ask that students commit to honor this requirement.
- Each section of each online examination pulls questions randomly from a larger “pool” of questions, so that each student sees a different examination paper.
- No student may share test or exam questions with any other student, before or after taking a module exam or final examination.
- Online exams also utilize other methods to ensure academic honesty, for example tracking students’ IP address and the times students are logged on.
- We expect each student to uphold the standards of academic honesty laid out in this Catalog.

Proctored Examinations

Select final exams are proctored. ACHS offers multiple proctoring options so that students can choose the method best suited to them:

- Online proctor, online exam (with ProctorU)
- In-person proctor, online exam
- In-person proctor, paper exam

All options reflect standard distance learning proctored exam-taking conditions. This means that a proctor will supervise the student taking the exam, will log the student into the online exam, will ensure the student has no study materials during the exam, and who will end the exam at the expiry of the allowed time. Please note that no breaks are permitted during proctored exams, so students should plan accordingly.

Degree students are required to take proctored exams for 25% of the required credits in the degree. Certain courses require a proctored exam but overall, **it is the student’s responsibility to plan these proctored exams.** If a student does not plan their proctored exams in accordance with this policy, they will be required to retake the appropriate number of proctored final exams at their own expense in order to graduate. More information on our proctoring policy and how to choose a



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proctor is below.

Proctored exams can be online, using ACHS's ProctorU online service for a small fee (view fee information online at <https://www.achs.edu/other-fees>) or with a nominated proctor. If not using the College's ProctorU service, we will email the exam password to the proctor on the day of the exam. There is also an option to take a paper exam with the nominated proctor. In this case, we will send a printed copy of the final exam directly to the proctor.

The final exam is closed book and students have three hours to complete it. Exam structure varies for each course but may include multiple-choice questions, questions requiring short answers, questions requiring longer, paragraph-length answers, essay questions, and/or case studies.

Student Instructions for Nominating a Proctor

1. After students have completed half of the assessments in their course, students should use the Proctor Nomination Form to nominate a proctor if they have not elected to use the ACHS ProctorU service. Note that if students are using the ProctorU service, the proctor will be assigned for them, and they may take the exam from home or wherever they have Internet access. Visit www.proctoru.com for information and to register for a ProctorU administered final exam.
2. Choose and confirm who the proctor will be (see below for information on finding an acceptable proctor).
3. Complete the **Proctor Nomination Form** available in the ACHS FAQ Knowledgebase online at <http://faq.achs.edu/questions/51/Final+Examinations+at+ACHS>

The chosen proctor must fill out the Proctor Nomination Form and return it to us at least **one month** before the scheduled exam date.

Students should make sure the exact exam date is indicated on the Proctor Authorization Form before the proctor sends the form back to ACHS. ACHS will then mail the exam or email the exam password to the approved proctor before the scheduled exam date.

In choosing a proctor, remember that he or she cannot be a fellow student, roommate, fiancé, immediate supervisor, family member related by blood or marriage, or other acquaintance with whom a conflict of interest



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exists.

This is standard distance-learning procedure as set out by our accrediting body.

A proctor can be anyone who has, in his or her profession, agreed to uphold a standard or code of ethics. Such professions could include, but are not limited to, a justice of the peace, notary public, member of the clergy, lawyer, doctor, or nurse. Other suitable proctors may include a licensed massage therapist, librarian, teacher, high school or college administrator, faculty member, guidance counselor, or military test control officer.

Students should call the College for clarification if they are not clear about the proctor process or if they have questions about their proposed proctor.

Exam Day Procedures

For students taking a paper exam, the exam is sent directly to the approved proctor. For students taking an online exam, the exam password is sent to the approved proctor or ProctorU proctor as applicable.

Exam proctors must ensure that students have no materials with them other than blank paper and must confirm students' identity against a government-issued photo identification. Proctors will then enter the exam password (if online exam) or give the student the paper exam (if paper examination). Proctors will collect the exam exactly three hours later. Proctor will also ensure that students not take any breaks during the exam.

At the completion of a proctored exam, the proctor will complete the Student Identification Verification form sent to them to verify the student's identity and return this form to the College to validate the student's exam.

Examination papers that do not comply with these requirements will be void.

What to Bring to the Exam

Students will need plenty of paper and a pen if they are taking their exam in writing. Students may **not** take any notes, course materials, or assessment materials into the exam.



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Verification of Student Identity

ACHS proctoring procedures require the proctor to verify student identity in-person through inspection of the student's photo identification, including a driver's license, state ID card, or passport. This verification is conducted on the exam day. The proctor may complete the verification via webcam for online proctoring through the College's ProctorU service or in-person at a physical testing center.

Reinstatement

Program

Students who are not successful taking at least one credit-bearing course per academic year are subject to administrative withdrawal and are not eligible for reinstatement; the student must apply for readmission to the College (see Readmission).

Students who have not completed their requirements by their time-to-degree limit and neglected to get an extension before reaching the limit are on inactive status regardless of registration in each academic year and are required to apply for reinstatement if they wish to continue in their program. These students must also apply for an extension of their time-to-degree. (See Time to Degree.)

To apply for a reinstatement, the student must complete an Academic Standards Committee Petition Form and submit the completed form to his or her academic advisor. The completed Petition must include:

- A timeline for program completion
- A reason for delay
- Student signature (electronic signatures suffice)

The Petition will be considered at the next Academic Standards Committee meeting. If reinstatement is approved, the student must pay the current reinstatement fee (view fee information online at <https://www.achs.edu/other-fees>).

Students who interrupt their studies by officially withdrawing from the College or failing to maintain satisfactory academic progress will be held responsible for the program requirements in force and published at the time they are readmitted or reinstated into that program. A student who has been officially reinstated must follow the stipulations provided above in



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this section to remain in good academic standing.

Grading Policy

Faculty carefully grade all student assessments. Grades are assessed using the following criteria:

- Student has an understanding of what is covered in the module.
- Student has included original or personal material and shown practical application of the module material.
- Student can clearly and concisely express his or her thoughts without copying from the online lectures, publisher textbooks, or the ACHS eTextbook.
- Student has presented assessment material clearly, thoroughly, and with insight.

Students will receive comments on assessments throughout their course(s).

ACHS Grading Scale

Only grades earned at ACHS are computed in the Grade Point Average (GPA).

Letter Grade	Percentage Grade	Grade Point
A+	>96%	4.0
A	93-95%	4.0
A-	90-92%	3.7
B+	86-89%	3.3
B	83-85%	3.0
B-	80-82%	2.7
C+	76-79%	2.3
C	73-75%	2.0



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C-	70-72%	1.7
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P (Pass) — Indicates that the student has completed a course, but the student's GPA is not affected.

NP (No Pass) — Indicates that the student has not completed a course. The grade of No Pass (NP) does not affect the student's GPA.

W (Withdrawal) — Indicates official withdrawal.

WA (Administrative Withdrawal) — This grade is administratively assigned and does not affect the grade point average.

WU (Unofficial Withdrawal) — The grade is calculated as an "F" and the student may be barred from future registrations. Assigned by the instructor if the student stops attending without notification.

I (Incomplete) — Indicates the student must complete outstanding course requirements.

R (Course Repeat) — Indicates that a course has been repeated. Upon completion of the repeated course, the grade earned will be computed in the GPA. The grade in the original course will be changed to R, and will no longer be calculated into the GPA. Generally, a class may be repeated one time. The approval of the Academic Standards Committee must be obtained prior to an attempted course repeat. In exceptional circumstances, the Academic Standards Committee may approve additional repeat attempt(s). Credit may be earned only once and full tuition is paid for the repeated course.

In-Progress Grade

The In-Progress (IP) grade is reserved for theses, practica, internships, research projects, and specifically designated courses. The maximum time allowed to complete an IP grade is one year but the instructor may set a shorter period. If the Registrar does not receive the new final grade from the instructor by the specified deadline, an F or NP will automatically be the final grade.



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Incomplete Grade

Students must apply for an incomplete grade by the semester end date. Students with an incomplete course who do not apply for and receive an Incomplete “I” grade will be assigned an F grade and will be required to retake the class.

An Incomplete (I) may be granted for reasons acceptable to the instructor and/or academic advisor and the Academic Standards Committee, when the quality of work is satisfactory but all course requirements have not been completed. Generally, the student must have completed at least 50% of the required assessment by the course end date to be eligible for an Incomplete (I).

If an Incomplete (I) is granted, weekly course extension fees apply (view fee information online at <https://www.achs.edu/other-fees>). In order to be granted an Incomplete, the student must complete the following steps **within two weeks of the last day of class** for which the Incomplete is requested:

1. Consult with his or her academic advisor to request an incomplete grade. Note: If students will not be able to complete within eight weeks [or four weeks for accelerated courses] after the last day of class, then they will need to retake the class. The contract end date for each semester is eight weeks [or four weeks for accelerated classes] after the last day of class.
2. If agreed to by the academic advisor, complete the Academic Standards Committee Petition Form and submit it to the College along with a plan regarding the course requirements yet to be completed and the date all requirements will be completed.

The maximum time allowed to complete an Incomplete grade is one year, but the Academic Standard Committee will usually set a shorter period. Students that fail to complete outstanding course requirements within one year, or within the timeframe determined by the Academic Standards Committee, will need to retake the course to earn credit.

Credits associated with courses in which an Incomplete grade is received will count toward Total Semester Credits Attempted and in Minimum Cumulative Credits Completed at ACHS. An “I” grade does not impact the calculation of CGPA. Credits associated with courses in which an Incomplete grade is received will count toward the Maximum Time Frame



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for Completion.

Students with an incomplete course who do not apply for and receive an Incomplete “I” grade will be assigned an F grade and will be required to retake the class.

Grade Point Average (GPA)

Each student’s grade point average (GPA) is calculated by dividing the total amount of grade points earned by the total amount of credit hours attempted. The grade point average may range from 0.0 to a 4.0. For example: A=4 grade points; B=3 grade points; C=2 grade points; WF/F=0 grade points.

P/NP (Pass/No Pass) courses are not factored in the student’s GPA. I (Incompletes) and W (Withdrawals) do not receive grade points and do not have an effect on the GPA:

Example Student Transcript			
Course	Credit Hours	Grade	Grade Points
Aroma 101	3	A	12
Aroma 203	3	B	9
English 101	3	C	6
Nat 101	3	F	0
12 Total Credit Hours Attempted			27 Total Grade Points

To get the example student’s GPA, the total grade points are divided by the total credit hours attempted.

For example: Total Grade Points/Total Credit Hours Attempted $27/12 = 2.25$

Grade Appeals

Students may dispute a grade if they disagree with an instructor’s assessment of their performance. To dispute a final grade received in a course, students should contact their instructor with the basis of their dispute. A grade dispute will be considered only if there is evidence of any of the following:



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- The grade was incorrectly calculated
- Capricious conduct on the part of the instructor
- Clerical error in recording the grade (i.e., the instructor communicated a grade different than the one received)

If a student is unable to resolve a disputed grade with his or her instructor or if the student no longer has access to his or her course, the student must contact his or her academic advisor. The advisor has authority to attempt to resolve the dispute or can escalate the dispute to the Academic Standards Committee. To escalate a dispute, the student must complete the Academic Standards Committee Petition Form. This form must be received within two weeks of the end of the course to be considered. The Academic Standards Committee may conduct an independent review of student work contributing to the disputed grade and will make a decision on the grade. The Dean of Students will reply directly to the student and instructor by email or in writing and will update the student's academic record with the appeal decision.

Please be aware that a grade appeal does not guarantee a higher grade. The disputed grade may be maintained, raised, or lowered as a result of a review.

Assessment Re-submissions

Students should contact their instructor directly if they need to redo a module exam, discussion, or case study. This may be done at the instructor's discretion, and only once per course.

We encourage students to carefully review their graded assessment and discuss any difficulties they had with the material with their instructor before retaking the assessment. Remember that assessments are designed to be learning tools and they enable the instructor to evaluate whether or not students have achieved the learning outcomes for the module or course.

The grade for the resubmitted module exam, discussion, or case study will replace the initial grade. Continued failure to earn a passing grade may necessitate a student's dismissal from the course.

Retaking the Final Exam

The grade for the resubmitted final examination will replace the initial



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grade.

Graduation

A student graduates according to the degree requirements of the American College of Healthcare Sciences in effect the first term the individual was admitted. If program or degree requirements cannot be completed within five years, the student must be readmitted to the College and follow the requirements of the catalog in effect at the time of readmission.

In order to graduate, each student must:

- Complete all assessments and examinations with a passing grade, demonstrating competency, refer to the Grading Scale earlier in this catalog
- Complete and submit all required forms
- Pay all tuition and fees
- Comply with all rules and regulations set out in the current edition of the ACHS Program Catalog and the Enrollment Agreement
- Complete the Graduation Application form (available in the ACHS Knowledgebase online at <http://faq.achs.edu>) and pay the graduation fee

Graduation Application Process

The Registrar coordinates all applications for graduation (registrar@achs.edu). A signed Graduation Application along with the graduation fee must be turned into the Office of the Registrar once all course requirements have been met and tuition and fees paid. The Graduation Application is found in the ACHS Knowledgebase online at <http://faq.achs.edu/questions/59/Graduation+Application+Process>

Degrees are conferred to student transcripts when all program requirements have been completed and the College has received payment for all tuition and fees (view fee information online at <https://www.achs.edu/other-fees>). All coursework, including any outstanding incompletes, must be completed by the student's final graduation date to be eligible to receive the degree.

Please note that students completing an individual course will not apply for graduation, however, may request an official transcript using the ACHS Transcript Request form available in the ACHS Knowledgebase online at



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<http://faq.achs.edu>.

Applications for graduation are processed in order of receipt three times per year—February 1, June 1, and October 1. Rush graduation may be requested with an additional fee (view fee information online at <https://www.achs.edu/other-fees>).

All credentials will be mailed to the student upon conferral. Graduates will be notified each year by email of opportunities to attend a graduation ceremony.

Academic Credit

Academic credit is assigned not only on the basis of at least 45 hours per semester (15 or 16 weeks) or equivalent of academic involvement by the student for one credit, but also on such factors as level of course content, depth of research, assignments and reading, and nature of the learning experience.

Examinations for Credit or Waiver

Examinations for credit or waiver may be available for certain undergraduate courses, on approval of the Oregon Office of Degree Authorization. No more than 25% of the credits towards a degree can be obtained through examinations; examinations for credit or waiver are not available for graduate students. Details are available from Admissions; view fee information online at <https://www.achs.edu/other-fees>.

Examinations for credit are taken when the student applies to earn credit by exam for core requirements. Examinations for waiver are taken when the student is requesting a waiver of prerequisite courses. Both examinations consist of the final exam for the current course.

Students may request the Course Description, Learning Outcomes, and detailed Course Outline before attempting the exam. Students should also ensure they obtain copies of current editions of required texts to study for the exam.

Students who successfully pass the examination for credit or waiver will not incur tuition charges for the course(s). If a student successfully passes an examination for credit or waiver after the course tuition has been applied to the student's account, the course will be cancelled and a pro-rated



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tuition adjustment will be credited to the student's account in accordance with the DETC and OODA mandated refund policy (refer to the Tuition and Fees section of this Program Catalog for the full refund policy).

Students may also be eligible to earn credit by exam upon successful completion of College Level Exam Program) CLEP exams and DANTES Subject Standardized Tests (DSST) proficiency exams. Learn more online at <https://www.achs.edu/transfer-credit-0>.



Student Services

ACHS Student Services

Alumni Association

Graduates automatically become members of the ACHS Alumni Association, which offers continuing benefits to graduates, including networking opportunities and special offers. Graduates also have the opportunity to become Donor Alumni Members with increased benefits.

Student Housing and Counseling

As ACHS is primarily a distance learning institution, student housing, counseling, healthcare services, and meals are not provided. Discounted hotel accommodation rates may be available for out-of-town students attending optional on-campus programs. Student counseling services are available to students through their instructors.

Student Discounts

ACHS students benefit from discounted goods and services with a number of organizations and companies in the holistic health industry. Students and graduates may also be eligible for special savings in the Apothecary Shoppe College Store. Visit <https://www.achs.edu/alumni-discounts> for details.

Student ID Cards

ACHS does not issue student ID cards at this time; however, students may use their enrollment agreement as proof of attendance. If students need additional documentation regarding their student status, they may contact the Registrar's Office at (800) 487-8839 or email registrar@achs.edu.

Transcripts & Letters of Recommendation

Transcripts and letters of recommendation for students and graduates in good standing may be requested from the Office of the Registrar. Students should complete the Transcript Request Form or Letter of Recommendation Request Form and submit to the Office of the Registrar. The graduation application fee includes one official transcript upon program completion. There is a small fee for each additional official transcript (view



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fee information online at <https://www.achs.edu/other-fees>). Students may obtain the request forms in the ACHS Knowledgebase online at <https://www.achs.edu/transcripts-letters-recommendation>.

Placement Services & Career Planning

ACHS cannot guarantee placement of graduates. ACHS assists graduates by providing an employment bulletin board, networking opportunities, and career information online and in our College newsletter, the *ACHS Reporter*. Graduates also receive a complimentary listing in the ACHS Practitioner Directory online at <http://www.achs.edu>.

Careers in Holistic Health

Please visit www.achs.edu and click on Alumni to view our Alumni in Action, Outstanding Graduates and Famous Alumni, and the Alumni Practitioner Director to see what other graduates are doing with their studies. Also visit the Career Center to view job opportunities and listings on our website for positions at ACHS and other public positions.

Careers in the natural health industry are increasing in the U.S. and worldwide, largely due to patient demand. In the United States, approximately 38% of adults (about 4 in 10) and approximately 12% of children (about 1 in 9) are using some form of CAM⁴.

Market trends are encouraging, such as the metric that adults in the U.S. spent an average of \$121.92 per person for visits to CAM providers and paid \$29.37 out of pocket per visit. Using data from the 2007 NHIS, we estimate that U.S. adults spent about \$33.9 billion out of pocket on visits to CAM practitioners and on purchases of CAM products, classes, and materials⁵.

And, 42% of hospitals offered some form of alternative therapies to their

4 NCCAM. (2013, Jan). *NCCAM's 5 Most Searched-For Herbs of 2012*. Retrieved Aug 20, 2013, from National Center for Complementary and Alternative Medicine: <http://nccam.nih.gov/health/providers/digest/topsupplements-science>
5 CDC. (2009, July). *Costs of Complementary and Alternative Medicine (CAM) and Frequency of Visits to CAM Practitioners: United States*. Retrieved Aug 20, 2013, from Center for Disease Control: <http://www.cdc.gov/nchs/data/nhsr/nhsr018.pdf>



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patients, according to a 2010 survey of 5,800 facilities. When asked why, almost all responded "patient demand"⁶.

Here are some other statistics on holistic health that demonstrate the growth in the industry in recent years:

- With the recent economic downturn, [sociologist Richard Florida](#) found that sales of supplements actually increased as Americans improved their lifestyle habits and sought less expensive and preventative healthcare options including the use of complementary alternative medicine over expensive prescriptions⁷.
- New York City pediatrician Dr. Karen Moody has introduced the use of alternative therapies such as aromatherapy, acupuncture, and yoga in her treatment of cancer in children to assist with the anxiety, fear and pain that many patients experience⁸.
- Researchers at Health Forum and the Samueli Institute found that in 2010, 42% more hospitals offered alternative therapies to patients than in 2007⁹.
- Several states have adopted health freedom legislation to protect access to holistic health providers. Read more about state registration in the ACHS Knowledgebase online at <http://faq.achs.edu>.
- In 2010, the Nutrition Business Journal reported that U.S. sales of herbal dietary supplements increased by an estimated 3.3% over 2009 continuing a steady growth trend since 2003¹⁰.

What do all these statistics and figures tell us? This dynamic environment

6 MacKinnon, M. (2012, June 15). Conference: Military willing to explore integrative medicine. *The Portland Physician Scribe*, 30(12):6-8.

7 Gross D. Megavitamins: the vitamin business thrived through the recession. Why? *Newsweek*. October 30, 2009. Available at: www.newsweek.com/id/220283. Accessed March 24, 2010.

8 CBS News. (2011) *Alternative therapies help kids cope with cancer*. Retrieved 9/24/11 from <http://www.cbsnews.com/video/watch/?id=7381577n&tag=mncol;lst;4>

9 National Association Medical Staff Services. (2011). *From Samueli Institute's 2010 Complementary and Alternative Medicine Survey of Hospitals*. Retrieved 9/24/11 from: [http://www.siib.org/news/2468-](http://www.siib.org/news/2468-SIIB/version/default/part/AttachmentData/data/CAM%20Survey%20FINAL.pdf)

[SIIB/version/default/part/AttachmentData/data/CAM%20Survey%20FINAL.pdf](http://www.siib.org/news/2468-SIIB/version/default/part/AttachmentData/data/CAM%20Survey%20FINAL.pdf)

10 M. Blumenthal, A Lindrstom, M. E. Lynch, P. Rea Market Report, Herbalgram, Journal of the American Botanical Council (Number 90 May-July 2011)



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provides many career opportunities for well-trained and dedicated people, and this growth is expected to continue. Healthcare is one of the few sectors of the economy that continues to show growth in the current economic recession. Federal and state recognition is also on the rise.

In fact, nine states have now passed health freedom legislation as of September 2013:

- Arizona (2008) Revised Statutes Sections 32-2911 Amended
- California (2001) SB577 California Complementary and Alternative Health Care
- Colorado (2013) The Colorado Natural Health Consumer Protection Act (Colorado Senate Bill 13-215) was signed into law on June 5, 2013
- Idaho (1976) 54-1804 (Idaho Exemptions to the Medical Practice Act)—Unlicensed Practice. Penalties and Remedies Relating to Unlicensed Practice
- Louisiana (2005) Revised Statutes 20-37 VI-B
- Minnesota (1999) Statute 146A—Minnesota Freedom of Access to Complementary and Alternative Health Care Practitioners
- New Mexico (2009) Enacted the Unlicensed Health Care Practice Act
- Oklahoma (1994) Statute 59-480 (Oklahoma Parameters for Jurisdiction of Physician Licensing Act)—Oklahoma Allopathic and Surgical Licensure and Supervision Act

Other legislation to watch is Obamacare and the impact of the Affordability Care Act. Section 2706 (Non-Discrimination in Healthcare) is widely discussed in the alternative medicine community because it requires that insurance companies “shall not discriminate” against any health provider with a state-recognized license¹¹. The law also funds workplace wellness programs that reward employees for participation.

¹¹ Scott, A. (2013, 29-March). *Obamacare to cover acupuncture, alternative medicine*. (WBTV.Com, Producer, & Raycom News Network) From WBTV.Com: <http://www.wmbfnews.com/story/20469152/obamacare-to-cover-acupuncture-alternative-medicine>



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The top priorities of the Affordable Care Act include covering the uninsured, making treatment more effective and controlling runaway costs. While the priorities may not specifically include promoting natural medicine, health providers will look to practitioners who can make Americans healthier without hospitalization and surgery.

Several of ACHS's programs—including the AAS in Health and Wellness and the MS in Aromatherapy, MS in Herbal Medicine, MS in Health and Wellness, and the MS in Holistic Nutrition programs—were developed with meeting the growing demands for CAM professionals driven in part by the Affordable Care Act in mind. These accredited degrees provide students with a competitive advantage in the industry.

With ACHS, students have the opportunity to start their journey to an exciting career in the following areas:

- Master herbalists and herbal consultants. Graduates may work for themselves or others in a consultant setting.
- Health food and natural health retailers. Graduates may work within an existing health food or natural health business, or open a new store.
- Herbal and dietary supplement manufacturers.
- Natural cosmetic or aromatherapy manufacturer producing signature natural cosmetics, dietary supplements, or aromatherapy products, or consulting for manufacturers.
- Natural health marketers and retailers (all courses).
- Holistic health clinic owners.
- Aromatherapists/Registered Aromatherapist (RA)/aromatherapy consultants/aromatologists.
- Dynamic Phytotherapy consultant. Graduates may work for themselves or others in a consultant setting.
- Holistic health practitioner working with private clients, with health and fitness clubs, for spas, on cruise ships, with health food retailers, and advising natural products manufacturers.
- Natural health educator, speaker, or writer. Schools and interested groups often require tutors or speakers on natural health and nutrition, or graduates may start classes in their local area. Newspapers and magazines constantly require articles about natural health topics. Our graduates have gone on to author fascinating books and articles for leading publishing houses and publications.



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- **Wellness Consultant:** Holistic medicine comprises a wide range of modalities. ACHS Wellness Coach graduates have training in a diverse selection of holistic modalities, including how to select the modalities that will best assist clients in achieving optimal health.
- **Nutrition Consultant:** The holistic nutrition consultant has training to help clients understand how factors like digestion, absorption, and metabolism influence the effective use of macronutrients and micronutrients.

ACHS graduates are:

- **Holistic Practitioners**—check out ACHS’s current Alumni Practitioners online at <https://www.achs.edu/achs-alumni-practitioner-directory>
- **Active in the holistic health community**—check out ACHS’s Alumni in Action, Outstanding Graduates, and Famous Alumni online at <https://www.achs.edu/alumni>
- **Involved with all aspects of the natural health industry**, including teaching, manufacturing, retailing, and consulting
- **Hosting radio shows** to spread awareness of holistic health and wellness protocols. Listen to ACHS Diploma in Holistic Health graduate Pamela Heyen’s show *Creating Your Healthy Life* on VoiceAmerica. To access the show, log on at <http://www.modavox.com/voiceamericahealth> on Thursdays at 8 a.m., Pacific time on the VoiceAmerica Health and Wellness Channel.
- **Using their modality training as an adjunct to an existing practice**, as a basis for teaching or consulting in the modality, or as a background to further study. Check out ACHS Alumni Practitioners online at <http://achs.edu/achs-alumni-practitioner-directory>.
- **Involved in retail**, as health food store managers or customer service representatives. Industry bodies have observed that educated staff are better equipped to address customer questions, and that customers prefer to shop at retailers with educated staff. Certificate in Aromatherapy graduate Melanie McMillan is an Aromatherapist and consults with customers at Neal’s Yard in Connecticut. In her previous career, Melanie was a PR consultant for Fortune 500 companies.
- **Running their own businesses in the natural health industry.** Certificate in Aromatherapy graduate Noha Hashem owns AREEj Aromatherapy, part of the Hashem Brothers family partnership,



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which specializes in the production of essential oils and aromatic products.

- Working with animals to provide holistic care to our furry friends. ACHS Diploma in Holistic Health Practice graduate Celeste Young runs K9BWell in Manhattan Beach, California, where she provides holistic health recommendations to pet owners. Check out <http://www.k9bwell.com>.
- Involved in holistic health clinics. Certificate in Aromatherapy graduate Annie Cant runs a holistic health clinic in California.
- Involved in herb and essential oil production. There is a huge increase of demand for herbs and essential oils that has led to increasing prices per kilo of fresh and dried botanicals. Many students and graduates are involved with growing, collecting, and drying botanicals, and some are learning to distill their own essential oils.
- Many healthcare professionals have incorporated complementary modalities into their healthcare practice. Graduates should check with their local licensing body for information about whether their chosen modality falls within their scope of practice.

Most importantly, our courses assist graduates to take responsibility and care of their own and loved one's health.

Students may know where they want to take their ACHS training before they start. But if not, that's okay too! Students and graduates can seek out opportunities to learn more about their chosen industries as they work through their course(s). Visit <https://www.achs.edu/alumni/in-action> for Alumni in Action spotlights and <http://list.ly/list/2zk-achsedu-alumni-websites> for links to other student and graduate websites for inspiration.

Students and graduates should also use the networking opportunities available to them online at <https://www.achs.edu/networking> to bounce ideas for a new business or job search. Hint: Students can also share ideas and collaborate with their classmates as they complete their training!

Liability Insurance for Graduates

The College is proud to have secured student and practitioner liability insurance for ACHS aromatherapy, herbal medicine, and holistic health students and graduates.



Student Services

Learn more about insurance benefits online at <https://www.achs.edu/practitioner-liability-insurance>.

Library Services

ACHS provides an extensive online library for students. The ACHS Virtual Library consists of resource pages organized by subject and relevance, and includes online journals, abstracts, and additional research.

ACHS student library access also includes two subscription research databases provided to undergraduate students: Natural Medicines Comprehensive Database and Natural Standards Database.

Graduate students and students in select undergraduate courses have access to additional library services including full-text access to select relevant industry journals through the Library and Information Resources Network, Inc., (LIRN) and access to the Oregon Health and Science University Library.

Student Discounts

ACHS is always searching for discounted benefits for our students to help with their research and new career prospects. For more information about available student and alumni discounts, please visit <https://www.achs.edu/student-discounts>.



Undergraduate Programs of Study

Undergraduate Programs of Study

Consumer use of Complementary and Alternative Medicine (CAM) continues to increase, fueled by a number of factors, including increasing research of efficacy, dissatisfaction with allopathic models (particularly for chronic health problems), and an aging population.

The challenge to the industry will be to integrate CAM to most benefit the consumer, focusing on the complementary rather than the alternative nature of the wide variety of modalities available and leading the way forward to a wellness based concept of healthcare.

Those who would play a part in leading the industry to successful integration must be able to facilitate change in a holistic and encompassing manner in the context of rapid change in the healthcare industry.

This Catalog contains the curriculum requirements to be followed by students enrolling for the first time (or readmitting) in ACHS undergraduate Degree, Certificate, and Diploma programs from the date indicated in this Catalog.

Undergraduate courses range from three to six semester credits and require at least nine to 18 hours of study per week respectively¹². Courses are offered in 16-week semesters with select 100-level courses offered in an eight-week accelerated semester.

ACHS also offers professional Continuing Education (CE) courses. The ACHS Department of Continuing Education offers courses that are approved for continuing education credits for massage therapists, registered aromatherapists, registered herbalists, registered nurses, pharmacists, naturopaths, and veterinarians. CE courses are four-week long, moderated non-credit courses. Details of available CE courses are available at <http://www.achs.edu>.

¹² This equates to the Carnegie Unit requirement of "one credit is equivalent to 45 hours of student work". Thus, a three (3)-credit course incorporates approximately 135 hours of student work.



Undergraduate Programs of Study

Programs Offered

Undergraduate Certificate Programs

- Certificate in Natural Products Manufacturing
- Certificate in Aromatherapy
- Certificate in Wellness Consulting
- Certificate in Holistic Nutrition Consulting
- Certificate in Iridology Consulting
- Certificate in Homeopathy Consulting
- Certificate in Dynamic Phytotherapy Consulting
- Certificate in Herbal Retail Management

Undergraduate Diploma Programs

- Diploma in Aromatherapy
- Diploma in Holistic Health Practice
- Diploma in Herbal Studies Master Herbalist
- Diploma in Dynamic Phytotherapy

Undergraduate Degree Programs

- Associate of Applied Science in Complementary Alternative Medicine
- Associate of Applied Science in Health and Wellness



Undergraduate Programs of Study

Associate of Applied Science in Complementary Alternative Medicine Degree Program

Students in this terminal degree can complete a general degree or select one or both specializations in herbal medicine or aromatherapy.

Mission

The Program's mission is to help guide the evolution of healthcare by creating, educating, and actively supporting a community of professionals who embody the philosophy and practice of complementary and alternative medicine (CAM).

Emphasis is placed on the science and philosophy of holistic health using a variety of techniques that are in harmony with nature and the individual. The varied techniques that a member of the holistic health industry employs are covered, focusing on the desired outcome to increase the natural vitality of the individual and bring the body systems back into balance. We examine the belief fundamental to natural healing that the human body contains a strong power to heal itself. While examining this belief we also look at how the individual is able to stimulate this power by educating others how to maintain health once it is achieved, increasing vitality and building up one's resistance through improved nutrition and a harmonious balanced lifestyle.

Execution of the ACHS mission statement is built on the following foundations:

- A curriculum based on the philosophy of integration of CAM
- Development of diverse perspectives on wellness to encourage creative problem solving
- Assessment and development of critical analysis and reasoning, communication skills, and quantitative skills, including reviewing current research, expressing quantitative ideas and facts effectively

A commitment to contributing value to the industry through a researched and scholarly approach to CAM provides the theme that connects all courses and topics in the curriculum. The theme explores: Managing information effectively in a complex, diverse, and interdependent industry; maximizing the innovative use of information and research and setting the





Undergraduate Programs of Study

groundwork for advancement in both; and stimulating professionalism, integrity and social responsibility.

Students will integrate their learning across a wide variety of CAM disciplines through these concepts, which emerge in each subject area. The use of these concepts also provides faculty and students with a vehicle to pursue intellectual integration, similarities and differences, and engage in dialogue and debate across CAM disciplines.

Teaching methodology includes basic analysis of the available data (and objective testing of the same), case method, simulation/role playing, practical application through projects and simple labs, and essays. Researching topics involves collecting, selecting, critically analyzing, interpreting, and organizing data that supports the student's ideas and the project or topic. The flexibility of the teaching environment at ACHS encourages students to apply innovative techniques and a variety of communication skills to their learning experience.

The Associate of Applied Science in Complementary Alternative Medicine degree, depending on the specialization chosen, prepares students to enter the complementary alternative medicine (CAM) industry as a:

- Holistic Health Practitioner
- Holistic Health Educator¹³, Writer, or Speaker
- Master Herbalist
- Herbal Educator
- Herbal Consultant
- Herbal Retailer
- Wellness Coach
- Lifestyle coach or consultant
- Herbal Writer
- Aromatherapist, Aromatherapy Consultant, or Aromatologist
- Aromatherapy Product Formulator and Manufacturer
- Healthcare Industry Assistant—Day Spa, Holistic Retreat, Spa Facility

¹³ This degree does not satisfy the requirements to become a CHES Health Educator.



Undergraduate Programs of Study

- Aromatherapy Retailer
- Aromatherapy Educator, Author, Speaker
- Administrative or support role in any company in the healthcare industry
- Customer service role within the healthcare industry
- Sales associate role within the healthcare industry

Depending on the specialization, the Associate degree prepares students to move onto clinical practicum work offered through industry bodies and to then enter the industry as a:

- Registered Herbalist (AHG)
- Registered Aromatherapist (ARC)

Depending on the specialization, the Associate degree prepares students to move onto clinical practicum work offered through on campus programs and industry organizations and to then enter the industry as a:

- Clinical Herbalist
- Clinical Aromatherapist
- Herbal Products Manufacturer
- Herbal Products Formulator
- Aromatherapy Product Formulator and Manufacturer
- Perfumer
- Healthcare Industry Assistant—Day Spa, Holistic Retreat, Spa Facility
- Massage Therapist specializing in Aromatherapy
- Esthetician specializing in Aromatherapy
- Medical Assistant, administrator, reception, or other support role in a licensed naturopathic clinic

This degree is also designed for:

- Medical professionals wishing to increase their knowledge of this exciting field and integrate it into a new or existing practice, including Medical Doctors, Psychologists, Pharmacists, Naturopaths, Nurses, Veterinarians, Respiratory Therapists, or Social Workers who are not looking for graduate-level study
- Consumers looking to integrate holistic health principles into their life for their personal health and well-being.



Undergraduate Programs of Study

Specifically, graduates from the Associate of Applied Science in Complementary Alternative Medicine (AAS in CAM) program will be able to:

- Discuss and describe the body's structure and function in a healthy state
- Understand and identify the mechanical and biochemical changes caused by a variety of diseases or imbalances to be able to address system imbalances and provide education that individuals can use to restore wellness
- Evaluate when to refer individuals to their licensed healthcare provider for diagnosis and treatment
- Compare and contrast allopathic and holistic protocols for a number of conditions
- Educate others about appropriate holistic health protocols that can help to rebalance the body and restore wellness, both for general good health and when particular ailments demonstrate an imbalance in the body and lifestyle
- Use and understand appropriate medical terminology to facilitate discussion with licensed healthcare providers and facilitate integration of CAM into the healthcare system
- Use appropriate terminology to describe therapeutic actions of various dietary supplements, including herbs and essential oils
- Identify key requirements for purchasing quality essential oils, herbs, and other supplements used in holistic health
- Outline the steps to set up a business, including insurance, management, legal issues, ethics (including AHG ethics and ARC requirements), keeping records, listening and observation skills, informed consent, marketing, business planning, nutritional, lifestyle, and wellness counseling
- Locate information from state regulatory bodies to ensure compliance with local and state requirements
- Identify appropriate dietary supplements for specific instances, taking into account safety and dosage issues
- Discuss herbal medicine, its history, and status of current research, including how to locate studies in peer reviewed journals
- Identify the major active constituents, safety issues, historical uses, latest research results, including drug-herb interactions, uses, preparations, and more, for popular botanicals and educate others about these botanicals



Undergraduate Programs of Study

- Educate others about herbal first aid procedures
- Understand common issues in plant identification, ethical wildcrafting, sustainable harvesting, field identification and safety procedures and be able to educate others about these issues
- Discuss aromatherapy, its history, and status of current research, including how to locate studies in peer-reviewed journals
- Identify, discuss, and safely use the organic or wildcrafted essential oils studied
- Create lifestyle plans and aromatherapy programs to support optimal health
- Implement clinic management tools, including case taking, ethics, and informed consent
- Identify and discuss the olfactory, skin, and muscular systems, and the affect of aromatic molecules on these body systems
- Discuss how essential oils interact on physical and emotional levels
- Understand the chemistry of essential oils and the physiological effect and pathway of individual chemical components
- Compose aromatherapy blends for therapeutic and perfumery purposes, and for cosmetics and soap-making
- Describe a full range of methods of administration and educate others about safe and effective use

Curriculum

The core curriculum grounds students in holistic health concepts, language, anatomy and physiology, and pathology as a means of examining imbalances in the body's structure and function. The core provides a basis on which students can explore more advanced concepts in elective courses.

The required courses are:

General Education:

CT 101 Critical Thinking
ENG 101 English Composition I
ENG 201 English Composition II
LIB 101 Online Research Literacy
NAT 210 Anatomy & Physiology I
NAT 211 Anatomy & Physiology II
NAT 212 Anatomy & Physiology III
PSY 101 Introduction to Psychology



Undergraduate Programs of Study

WR 101 Writing Skills

Core Requirements:

NAT 101 Nutrition, Bodycare & Herbalism OR NUT 101 Introduction to Nutrition OR HLTH 101 Personal & Community Health
AROMA 101 Introduction to Aromatherapy
AROMA 203 Aromatherapy I
HERB 101 Basics of Herbalism
HERB 201 Herbal Studies
NAT 308 Holistic Nutrition
NAT 302 Holistic Pathophysiology
NAT 303 Holistic Pathology & Protocols
NAT 307 Healthcare Terminology
NAT 306 Holistic Health Consulting & Business Skills

Total core credits and general education: 51 semester credits. NAT 306 must be taken last or concurrently with the last course.

Electives

Select at least 9 credits of study. Elective courses allow each student to tailor his or her degree to his or her particular needs and interests. Select individual elective courses or electives within one or two areas of study that allow students to pursue a specialization (see below).

AROMA 303 Aromatherapy II
AROMA 304 Aromatherapy III
AROMA 305 Aromatherapy Chemistry
HERB 302 Herbal Materia Medica I
HERB 303 Herbal Materia Medica II
HERB 304 Herbal Materia Medica III
HLTH 101 Personal & Community Health
HOMB 201 Dynamic Phytotherapy (6 credits)
NAT 202 Energetic Modalities I: Flower Essences
NAT 203 Historical Modalities I: Iridology
NAT 204 Energetic Modalities II: Homeopathy
NUT 309 Topics in Holistic Nutrition

Total Credits Required to be Completed for AAS in CAM Degree:
Minimum of 60 semester credits

ACHS AAS SPECIALIZATIONS

ACHS's student body is diverse in experience, and students' academic and



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career objectives mirror that diversity. To help students tailor their holistic health education to their personal interests or career goals, ACHS offers the option of two AAS specializations:

- Aromatherapy Specialization
- Herbal Medicine Specialization

Aromatherapy Specialization

The focus of the Aromatherapy Department is holistic clinical aromatology. Holistic clinical aromatology focuses on restoration of physical, mental, emotional, and spiritual health through the application of essential oils. We use the terms “aromatherapy” and “aromatology” interchangeably throughout the program. All healing modalities offered by ACHS focus on the holistic approach. Our philosophy is that only by taking care of the whole person, the physical, emotional, and spiritual, can health and wellness occur.

The Aromatherapy Specialization is an advanced and in-depth study of the science and art of aromatherapy.

This specialization:

- Meets the curriculum requirements of the NAHA Level Two education standards
- Is the only nationally accredited Alliance of International Aromatherapists’ Level II Clinical Aromatherapy training program
- Qualifies graduates to sit the national registration exam with the Aromatherapy Registration Council (<http://www.aromatherapycouncil.org>) to become a Registered Aromatherapist (RA)

Required courses for the Aromatherapy Specialization (9 credits):

AROMA 303 Aromatherapy II
AROMA 304 Aromatherapy III
AROMA 305 Aromatherapy Chemistry

Herbal Medicine Specialization

The focus of the Herbal Medicine Department is holistic health. Holistic health focuses on restoration of physical, mental, emotional, and spiritual health through the application of herbal dietary supplements and remedies. All healing modalities offered by ACHS focus on the holistic approach. Our



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philosophy is that only by taking care of the whole person, the physical, emotional, and spiritual, can health and wellness occur.

The Herbal Medicine Specialization is a rigorous and extensive program designed for the serious student seeking a professional working knowledge of herbal medicine.

This specialization:

- Meets the education requirements to apply for professional membership with the American Herbalists Guild to achieve the designation Registered Herbalist-RH (AHG). (<http://www.americanherbalistsguild.com/becoming-ahg-professional-member>)

Required courses for the Herbal Medicine Specialization (9 credits):

HERB 302 Herbal Materia Medica I
HERB 303 Herbal Materia Medica II
HERB 304 Herbal Materia Medica III

Recommended Course Sequence

Note: Recommended course sequences are based on selection of an aromatherapy or herbal medicine specialization. Students selecting a range of electives instead of a specialization will work with his or her academic advisor to plan a course schedule.

FULL-TIME STUDENTS – 12 credits per semester

Semester One

AROMA 101 Intro to Aromatherapy
HERB 101 Basics of Herbalism
LIB 101 Online Research Literacy, WR 101 Writing Skills, AND CT 101 Critical Thinking (Each 1-credit, 5-week course is taken consecutively in the semester.)
NUT 101 Introduction to Nutrition OR NAT 101 Nutrition, Bodycare & Herbalism OR HLTH 101 Personal and Community Health

Semester Two

AROMA 203 Aromatherapy I
ENG 101 English Composition I
HERB 201 Herbal Studies
NAT 210 Anatomy & Physiology I



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Semester Three

ENG 201 English Composition II

NAT 211 Anatomy & Physiology II

Herb Major: HERB 302 Herbal Materia Medica I OR **Aroma Major:**
AROMA 303 Aromatherapy II

PSY 101 Introduction to Psychology

Semester Four

NAT 212 Anatomy & Physiology III

NAT 307 Healthcare Terminology

NAT 308 Holistic Nutrition

Herb Major: HERB 303 Herbal Materia Medica II OR **Aroma Major:**
AROMA 304 Aromatherapy III

Semester Five

NAT 302 Holistic Pathophysiology

NAT 303 Holistic Pathology and Protocols

NAT 306 Holistic Health Consulting & Business Skills

Herb Major: HERB 304 Herbal Materia Medica III OR **Aroma Major:**
AROMA 305 Aromatherapy Chemistry

HALF-TIME STUDENTS — 6 credits per semester

Semester One

LIB 101 Online Research Literacy, WR 101 Writing Skills, AND CT 101
Critical Thinking (Each 1-credit, 5-week course is taken consecutively in
the semester.)

HERB 101 Basics of Herbalism

Semester Two

ENG 101 English Composition I

NUT 101 Introduction to Nutrition OR NAT 101 Nutrition, Bodycare &
Herbalism OR HLTH 101 Personal and Community Health

Semester Three

AROMA 101 Intro to Aromatherapy

ENG 201 English Composition II

Semester Four

AROMA 203 Aromatherapy I

NAT 210 Anatomy & Physiology I



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Semester Five

NAT 211 Anatomy & Physiology II
HERB 201 Herbal Studies

Semester Six

NAT 212 Anatomy & Physiology III
NAT 302 Holistic Pathophysiology

Semester Seven

NAT 308 Holistic Nutrition
PSY 101 Introduction to Psychology

Semester Eight

NAT 303 Holistic Pathology and Protocols
Herb Major: HERB 302 Herbal Materia Medica I OR **Aroma Major:**
AROMA 303 Aromatherapy II

Semester Nine

Herb Major: HERB 303 Herbal Materia Medica II OR **Aroma Major:**
AROMA 304 Aromatherapy III
NAT 307 Healthcare Terminology

Semester Ten

Herb Major: HERB 304 Herbal Materia Medica II OR **Aroma Major:**
AROMA 305 Aromatherapy III
NAT 306 Holistic Health Consulting & Business Skills



Undergraduate Programs of Study

Associate of Applied Science in Health and Wellness Degree Program

Mission

The mission of the AAS Health and Wellness degree program is to broaden students' knowledge and skills with a mind-body-spirit approach to health and wellness. Students will explore various approaches to health and wellness and study the concepts, values, and applications of this exciting field of health science.

The AAS Health and Wellness program is aimed particularly at students who want to coach clients in developing healthy lifestyle habits, including: nutrition, managing daily stress, and becoming more physically active. This program is intended for anyone seeking a healthier life for themselves and their families and to help others achieve health and wellness in a non-clinical setting through education and coaching strategies.

The Associate of Applied Science in Health and Wellness program is designed to provide a solid foundation for entry-level careers in traditional health settings such as hospitals, private medical offices, and public health agencies as well as integrative health and wellness organizations and companies. Graduates can be at the forefront of the movement of collaborative and integrative healthcare. In addition, opportunities may exist in newly emerging preventative health services in corporate wellness centers, college health services, insurance agencies, and pharmaceutical companies.

Career Goals

- Health and Wellness Consultant, Educator¹⁴, Writer, or Speaker
- Health and Wellness Consultant within Community Health Organizations, Government, Residential Care Facilities, Schools, Prisons, Community Wellness programs, Retirement Villages, Old Age Homes, Frail Care Centers, Nursing Homes and Home Healthcare Agencies
- Health and Wellness Practitioner

¹⁴ This degree does not satisfy the requirements to become a CHES Health Educator.



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- Health and Wellness Coach
- Wellness Coach
- Lifestyle coach or consultant
- Healthcare Industry Assistant—Day Spa, Holistic Retreat, Spa Facility
- Administrative or support role in any company in the healthcare industry, such as medical center, fitness or wellness center, private practice yoga studio, natural food store, restaurant, or educational facility
- Customer service role within the healthcare industry
- Sales associate role within the healthcare industry
- Medical Assistant, administrator, reception, or other support role in a licensed naturopathic clinic or other healthcare setting

This degree is also designed for:

- Medical professionals wishing to increase their knowledge of this exciting field and integrate it into a new or existing practice, including Medical Doctors, Psychologists, Pharmacists, Naturopaths, Nurses, Veterinarians, Respiratory Therapists, or Social Workers who are not looking for undergraduate-level study
- Consumers looking to integrate holistic health principles into their life for their personal health and well-being

Specifically, graduates from the Associate of Applied Science in Health and Wellness (AASHW) program will be able to:

- Demonstrate a broad knowledge of effective holistic wellness practices
- Apply major behavior change theories when designing wellness plans
- Apply a number of holistic wellness protocols, as well as motivational behaviors, to develop wellness plans for both clients and a general community audience
- Review recent research in health and wellness coaching, and apply these findings to demonstrate evidence-based practice
- Explain why the body functions better in a healthy state
- Describe a variety of diseases that can upset the body's mechanical and biochemical systems; apply effective educational approaches to help individuals restore balance and wellness
- Identify scenarios and cases where it is appropriate to refer



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individuals to their licensed healthcare provider for diagnoses and treatment

- Describe the details and logistics of setting up a private wellness coaching business; identify effective examples of record keeping, marketing, customer service, legal/ethical behavior, and management
- Understand your state's legal and regulatory requirements, and explain how you will practice within these legal parameters
- Learn and adhere to the ethical and legal obligations of relevant industry organizations, including the International Coach Federation (ICF), the National Association For Holistic Aromatherapy (NAHA), the Alliance of International Aromatherapists (AIA), the Aromatherapy Registration Council (ARC), and the American Herbalist Guild (AHG) ¹⁵
- Learn and adhere to the International Coach Federation (ICF) ethical guidelines and professional standards, including: establishing the coaching agreement, establishing trust and intimacy with the client, coaching presence, active listening, powerful questioning, direct communication, creating awareness, designing actions, planning and goal setting, and managing progress and accountability
- Apply major behavior change theories and motivational behaviors to develop wellness plans, nutritional, lifestyle, and wellness coaching for personal use, clients, and a general community audience
- Communicate effectively during coaching sessions, and use language that has the greatest positive impact on the client
- Conduct recorded face-to-face or telephone health coaching sessions and have them evaluated by his or her peers
- Contribute to ongoing research on coaching effectiveness
- Describe the important contributions of advocates, academic researchers, and industry leaders in the field of motivational health behavior planning
- Use behavioral change and motivational listening and observation skills for maximum benefit to the coaching relationship and the client and to create a safe, supportive environment that produces ongoing mutual respect and trust

¹⁵ Depending on the electives chosen.



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Curriculum

The core curriculum grounds students in holistic health concepts, language, anatomy and physiology, and pathology as a means of examining imbalances in the body's structure and function. The core provides a basis on which students can explore more advanced concepts in the specialization and elective courses. Undergraduate courses range from three to six semester credits and require at least nine to 18 hours of study per week respectively¹⁶.

The required courses are:

General Education:

- CT 101 Critical Thinking
- ENG 101 English Composition I
- ENG 201 English Composition II
- LIB 101 Online Research Literacy
- NAT 210 Anatomy & Physiology I
- NAT 211 Anatomy & Physiology II
- NAT 212 Anatomy & Physiology III
- PSY 101 Introduction to Psychology
- WR 101 Writing Skills

Core Requirements:

- HLTH 101 Personal & Community Health
- AROMA 101 Introduction to Aromatherapy
- AROMA 203 Aromatherapy I
- HERB 101 Basics of Herbalism
- NAT 305 Wellness Coaching and Communication Skills
- NAT 308 Holistic Nutrition
- NAT 302 Holistic Pathophysiology
- NAT 303 Holistic Pathology & Protocols
- NAT 307 Healthcare Terminology
- NAT 306 Holistic Health Consulting & Business Skills

Total core credits and general education: 51 semester credits. NAT 306

¹⁶ This equates to the Carnegie Unit requirement of "one credit is equivalent to 45 hours of student work." Thus, a three (3)-credit course incorporates approximately 135 hours of student work.



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must be taken last or concurrently with the last course.

Health and Wellness Specialization

Required courses for the Health and Wellness Specialization (9 credits):

HLTH 201 Physical Activity & Wellness

NUT 309 Topics in Holistic Nutrition

HED 303 Stress Management and Emotional Health

Total Credits Required to be Completed for AAS in Health and Wellness Degree: Minimum of 60 semester credits

Recommended Course Sequence

FULL-TIME STUDENTS – 12 credits per semester

Semester One

HLTH 101 Personal and Community Health

LIB 101 Online Research Literacy, WR 101 Writing Skills, AND CT 101 Critical Thinking (Each 1-credit, 5-week course is taken consecutively in the semester.)

AROMA 101 Intro to Aromatherapy

HERB 101 Basics of Herbalism

Semester Two

NAT 210 Anatomy & Physiology I

AROMA 203 Aromatherapy I

Specialization: HED 303 Stress Management and Emotional Health

ENG 101 English Composition I

Semester Three

ENG 201 English Composition II

NAT 211 Anatomy & Physiology II

NAT 308 Holistic Nutrition

PSY 101 Introduction to Psychology

Semester Four

NAT 307 Healthcare Terminology

NAT 212 Anatomy & Physiology III

NAT 302 Holistic Pathophysiology

Specialization: HLTH 201 Physical Activity & Wellness

Semester Five



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NAT 303 Holistic Pathology and Protocols

NAT 306 Holistic Health Consulting & Business Skills

Specialization: NUT 309 Graduate Topics in Holistic Nutrition

NAT 305 Wellness Coaching & Communication Skills

HALF-TIME STUDENTS — 6 credits per semester

Semester One

HLTH 101 Personal and Community Health

LIB 101 Online Research Literacy, WR 101 Writing Skills, AND CT 101 Critical Thinking (Each 1-credit, 5-week course is taken consecutively in the semester.)

Semester Two

ENG 101 English Composition I

HERB 101 Basics of Herbalism

Semester Three

ENG 201 English Composition II

AROMA 101 Intro to Aromatherapy

Semester Four

NAT 210 Anatomy & Physiology I

AROMA 203 Aromatherapy I

Semester Five

NAT 211 Anatomy & Physiology II

Specialization: HED 303 Stress Management and Emotional Health

Semester Six

NAT 212 Anatomy & Physiology III

PSY 101 Introduction to Psychology

Semester Seven

NAT 302 Holistic Pathophysiology

NAT 308 Holistic Nutrition

Semester Eight

NAT 303 Holistic Pathology and Protocols

Specialization: HLTH 201 Physical Activity & Wellness



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Semester Nine

NAT 305 Wellness Coaching & Communication Skills

NAT 307 Healthcare Terminology

Semester Ten

Specialization: NUT 309 Topics in Holistic Nutrition

NAT 306 Holistic Health Consulting & Business Skills



Undergraduate Programs of Study

Certificate and Diploma Programs

Career changes, evolving industries, and job and regulatory requirements challenge us all to increase our skills and capacities throughout our lives. Personal or family health challenges or a new role as a family caregiver can also lead us to seek additional training in the healthcare field. ACHS's Certificate and Diploma programs are intended for those seeking advanced knowledge and skills in new fields. Certificate and Diploma students take many of the same courses that are available to ACHS AAS students and the same policies and procedures apply. Please note that completion of a Certificate or Diploma program does not constitute a degree.

Students can choose from a range of specialties, including:

- Certificate in Natural Products Manufacturing
- Certificate in Aromatherapy
- Diploma in Aromatherapy
- Certificate in Wellness Consulting
- Certificate in Holistic Nutrition Consulting
- Certificate in Iridology Consulting
- Certificate in Homeopathy Consulting
- Diploma in Holistic Health Practice
- Certificate in Herbal Retail Management
- Diploma in Herbal Studies Master Herbalist
- Certificate in Dynamic Phytotherapy Consulting
- Diploma in Dynamic Phytotherapy

Students can enroll for up to three courses without first choosing to apply to a Certificate, Diploma, or Degree program. Students who already possess an Associate Degree or higher degree can complete a Certificate or Diploma to further their knowledge in a particular subject matter (as long as such courses were not previously completed for another degree program). Students can complete a Certificate or Diploma and then apply those credits toward completion of the ACHS AAS degree program within the eligible completion time and in compliance with the AAS admissions requirements.

Admission

Students interested in enrolling in a Certificate or Diploma program must



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apply through ACHS's Office of Admissions and must meet all undergraduate admissions requirements.

Standards

Students are expected to perform at the same level as matriculated ACHS undergraduate students.

Curriculum

Certificate and Diploma programs consist of subsets of ACHS degree programs. Students with an undergraduate degree in a related area or significant related professional experience in the field may request a course substitution or earn credit by successfully passing a challenge exam with approval of the Admissions Committee.



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Certificate and Diploma Programs of Study

Certificate in Natural Products Manufacturing

Graduates of the Certificate in Natural Products Manufacturing will be able to use herbs and essential oils to manufacture natural products, including lotions, creams, salves, bath and bodycare products, and formulate natural perfume blends.

Graduates of the Certificate in Natural Products Manufacturing will be able to:

- Outline the steps to set up a business, including insurance, management, legal issues, ethics (including AHG ethics and ARC requirements), keeping records, listening and observation skills, informed consent, marketing, business planning, nutritional, lifestyle, and wellness counseling
- Locate information from state regulatory bodies to ensure compliance with local and state requirements
- Discuss herbal medicine and aromatherapy, their history, and status of current research, including how to locate studies in peer-reviewed journals
- Be able to incorporate herbs and essential oils into quality bath, household and bodycare products
- Discuss the current state of regulations of the Natural Products Industry, including FDA regulations, FCC regulations, GMP requirements in the U.S. and contrast with regulations in Canada and Europe

Required courses for this program, in required sequence, are:

NAT 101 Nutrition, Bodycare & Herbalism

AROMA 101 Introduction to Aromatherapy

HERB 101 Basics of Herbalism

NAT 306 Holistic Health Consulting & Business Skills

Total credits completed: 12. NAT 306 must be taken last or concurrently with the last course.



Undergraduate Programs of Study

Certificate in Aromatherapy, Registered Aromatherapist (RA)

The focus of the Certificate in Aromatherapy is holistic clinical aromatology. Holistic aromatology focuses on the support of physical, mental, emotional, and spiritual health through the application of essential oils. We use the terms “aromatherapy” and “aromatology” interchangeably throughout the program.

This program:

- Meets the curriculum requirements of the NAHA Level Two education standards
- Is the only nationally accredited Alliance of International Aromatherapists’ Level II Clinical Aromatherapy training program
- Qualifies graduates to sit the national registration exam with the Aromatherapy Registration Council (<http://www.aromatherapycouncil.org>) to become a Registered Aromatherapist (RA)

Graduates of the Certificate in Aromatherapy will be able to:

- Outline the steps to set up a business, including insurance, management, legal issues, ethics (including AHG ethics and ARC requirements), keeping records, listening and observation skills, informed consent, marketing, business planning, nutritional, lifestyle, and wellness counseling
- Locate information from state regulatory bodies to ensure compliance with local and state requirements
- Educate others about appropriate holistic health protocols using essential oils to support and rebalance the body and restore wellness for general good health
- Discuss aromatherapy, its history, use, and status of current research, including how to locate studies in peer-reviewed journals
- Blend and administer essential oils safely
- Discuss the Latin names, therapeutic uses, active constituents, methods of administration, and cautions and contraindications for each of the essential oils studied
- Indicate when to refer individuals to their licensed healthcare provider for diagnosis and treatment



Undergraduate Programs of Study

Required courses for this program, in required sequence, are:

- AROMA 101 Introduction to Aromatherapy
- AROMA 203 Aromatherapy I
- AROMA 303 Aromatherapy II
- AROMA 304 Aromatherapy III
- NAT 306 Holistic Health Consulting & Business Skills

Total Credits Completed: 15. This course is designed to be taken quarter time, one course at a time in the sequence above. NAT 306 must be taken last or concurrently with the last course. Students wishing to study half time can select the Diploma program that follows or request special permission from the Admissions Committee.

Diploma in Aromatherapy Master Aromatherapist, Registered Aromatherapist (RA)

This advanced-level Diploma is an in-depth study of the science and art of aromatherapy. This program:

- Exceeds the curriculum requirements of the NAHA Level Two education standards
- Is the only nationally accredited Alliance of International Aromatherapists' Level III Clinical Aromatherapy training program
- Qualifies graduates to sit the national registration exam with the Aromatherapy Registration Council (<http://www.aromatherapycouncil.org>) to become a Registered Aromatherapist (RA)

Graduates of the Diploma in Aromatherapy will be able to:

- Outline the steps to set up a business, including insurance, management, legal issues, ethics (including AHG ethics and ARC requirements), keeping records, listening and observation skills, informed consent, marketing, business planning, nutritional, lifestyle, and wellness counseling
- Locate information from state regulatory bodies to ensure compliance with local and state requirements
- Educate others about appropriate holistic health protocols using essential oils to support and rebalance the body and restore wellness for general good health
- Discuss aromatherapy, its history, use, and status of current



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research, including how to locate studies in peer-reviewed journals

- Blend and administer essential oils safely
- Discuss the Latin names, therapeutic uses, active constituents, methods of administration, and cautions and contraindications for each of the essential oils studied
- Discuss the chemistry and pharmacology of the functional groups of essential oil constituents, their therapeutic actions and contraindications and precautions
- Indicate when to refer individuals to their licensed healthcare provider for diagnosis and treatment
- Discuss and describe the body's structure and function in a healthy state
- Understand and identify the mechanical and biochemical changes caused by a variety of diseases or imbalances to be able to address system imbalances and provide education that individuals can use to restore wellness

Required courses for this program, in required sequence, are:

AROMA 101 Introduction to Aromatherapy
AROMA 203 Aromatherapy I
AROMA 303 Aromatherapy II
AROMA 304 Aromatherapy III
AROMA 305 Aromatherapy Chemistry
NAT 210 Anatomy & Physiology I
NAT 211 Anatomy & Physiology II
NAT 212 Anatomy & Physiology III
NAT 306 Holistic Health Consulting & Business Skills

Total credits completed: 27. NAT 306 must be taken last or concurrently with the last course.

For students wishing to study half-time, the required sequence is:

Semester One

AROMA 101 Intro to Aromatherapy
NAT 210 Anatomy & Physiology I

Semester Two

AROMA 203 Aromatherapy I
NAT 211 Anatomy & Physiology II



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Semester Three

AROMA 303 Aromatherapy II
NAT 212 Anatomy & Physiology III

Semester Four

AROMA 304 Aromatherapy III
AROMA 305 Aromatherapy Chemistry

Semester Five

NAT 306 Holistic Health Consulting & Business Skills

Certificate in Wellness Consulting

Holistic medicine comprises a wide range of modalities. The Certificate in Wellness Consulting covers a diverse selection of holistic modalities enabling graduates to select the modalities that will best assist clients in achieving optimal health. Students in this program also focus on pathophysiology and holistic support protocols for clients experiencing acute and chronic problems. Graduates of this program are able to understand and explain the basic principles of pathophysiology, as well as the mechanical and biochemical changes caused by a variety of diseases or imbalances. Graduates of this program are also trained in the fundamental principles of natural therapeutics. Emphasis is placed on the science and philosophy of healing using a variety of techniques that are in harmony with nature and the individual client.

Graduates of the Certificate in Wellness Consulting will be able to:

- Outline the steps to set up a business, including insurance, management, legal issues, ethics (including AHG ethics and ARC requirements), keeping records, listening and observation skills, informed consent, marketing, business planning, nutritional, lifestyle, and wellness counseling
- Locate information from state regulatory bodies to ensure compliance with local and state requirements
- Educate others about appropriate holistic health protocols to support and rebalance the body and restore wellness for general good health
- Discuss nutrition as the foundation for any natural health lifestyle plan and the status of current research, including demonstrating how to locate studies in peer-reviewed journals



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- Indicate when to refer individuals to their licensed healthcare provider for diagnosis and treatment
- Educate others about the importance of a healthy diet and lifestyle in the support of long-term health
- Discuss and describe the body's structure and function in a healthy state
- Understand and identify the mechanical and biochemical changes caused by a variety of diseases or imbalances to be able to address system imbalances and provide education that individuals can use to restore wellness

Required courses for this program, in required sequence, are:

NAT 308 Holistic Nutrition

NAT 302 Holistic Pathophysiology*

NAT 303 Holistic Pathology & Protocols*

NAT 306 Holistic Health Consulting & Business Skills

Total credits completed: 12 semester credits. NAT 306 must be taken last or concurrently with the last course.

*Note: These courses have prerequisites. Admission without completion of prerequisites requires special permission from the Admissions Committee.

For students wishing to study half-time, the required sequence is:

Semester One

NAT 308 Holistic Nutrition

NAT 302 Holistic Pathophysiology

Semester Two

NAT 303 Holistic Pathology and Protocols

NAT 306 Holistic Health Consulting & Business Skills

Certificate in Holistic Nutrition Consulting

The Center for Disease Control has expressed concern at the increasing levels of deficiencies in the USA. Obesity is at the highest levels in history. Chronic diseases are at an all-time high and threaten to cripple our healthcare systems with the high cost of care. This program integrates nutrition training as the foundation for wellness.



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Graduates of the Certificate in Holistic Nutrition Consulting will be able to implement tools for increased health and well-being and a more natural, balanced way of life.

Graduates of the Certificate in Holistic Nutrition Consulting will be able to:

- Outline the steps to set up a business, including insurance, management, legal issues, ethics (including AHG ethics and ARC requirements), keeping records, listening and observation skills, informed consent, marketing, business planning, nutritional, lifestyle, and wellness counseling
- Locate information from state regulatory bodies to ensure compliance with local and state requirements
- Educate others about appropriate holistic health protocols to support and rebalance the body and restore wellness for general good health
- Discuss nutrition and the status of current research, including how to locate studies in peer-reviewed journals
- Indicate when to refer individuals to their licensed healthcare provider for diagnosis and treatment
- Educate others about the basics of nutrition and the importance of a healthy diet and lifestyle in the support of long-term health
- Discuss and describe the body's structure and function in a healthy state
- Understand and identify the mechanical and biochemical changes caused by a variety of diseases or imbalances to be able to address system imbalances and provide education that individuals can use to restore wellness
- Discuss current topics in holistic nutrition and be able to provide current evidenced based support
- Implement tools for increased health and well-being and a more natural, balanced way of life
- Apply principles of nutrition, nutritional biochemistry, acid alkaline balance, fasting, food combining, transitional daily diet, wheatgrass therapy, and sprouting to daily life

Required courses for this program, in required sequence, are:

NUT 101 Introduction to Nutrition

NAT 308 Holistic Nutrition

NUT 309 Topics in Holistic Nutrition

NAT 306 Holistic Health Consulting & Business Skills



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Total credits completed: 12 semester credits. NAT 306 must be taken last or concurrently with the last course.

For students wishing to study half-time, the required sequence is:

Semester One

NUT 101 Introduction to Nutrition
NAT 308 Holistic Nutrition

Semester Two

NUT 309 Topics in Holistic Nutrition
NAT 306 Holistic Health Consulting & Business Skills

Certificate in Iridology Consulting

Graduates of the Certificate in Iridology Consulting will be able to implement tools for increased health and well-being and a more natural, balanced way of life. Graduates learn the techniques and theory of iridology, analyzing the iris of the eye in relation to the body's health.

This program is an International Iridology Practitioners Association (IIPA) Sanctioned program qualifying graduates for professional membership to IIPA. ACHS is the only accredited College in the U.S. that offers professional iridology training.

Graduates of the Certificate in Iridology will be able to:

- Outline the steps to set up a business, including insurance, management, legal issues, ethics (including AHG ethics and ARC requirements), keeping records, listening and observation skills, informed consent, marketing, business planning, nutritional, lifestyle, and wellness counseling
- Locate information from state regulatory bodies to ensure compliance with local and state requirements
- Discuss iridology, its history, and status of current research, including how to locate studies in peer-reviewed journals
- Educate others about appropriate holistic health to support wellness for general good health
- Discuss and describe the body's structure and function in a healthy state
- Indicate when to refer individuals to their licensed healthcare provider for diagnosis and treatment



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Required courses for this program, in required sequence, are:

- NAT 203 Historical Modalities I: Iridology
- NAT 210 Anatomy & Physiology I
- NAT 211 Anatomy & Physiology II
- NAT 212 Anatomy & Physiology III
- NAT 306 Holistic Health Consulting & Business Skills

Total credits completed: 15 semester credits. NAT 306 must be taken last or concurrently with the last course.

For students wishing to study half-time during two of the three semesters, the required sequence is:

Semester One

- NAT 203 Historical Modalities I: Iridology
- NAT 210 Anatomy & Physiology I

Semester Two

- NAT 211 Anatomy & Physiology II

Semester Three

- NAT 212 Anatomy & Physiology III
- NAT 306 Holistic Health Consulting & Business Skills

Certificate in Homeopathy Consulting

Homeopathy is treating illness with minute doses of remedies, which, when taken in larger doses by healthy people are capable of producing symptoms similar to the disease. It is based on the natural law of healing, “Similia Similibus Curantur,” which means, “Like cures likes.”

Graduates of the Certificate in Homeopathy Consulting will be able to implement tools for increased health and well-being and a more natural, balanced way of life using homeopathic remedies. Graduates also have a comprehensive understanding of anatomy and physiology and holistic clinical correlates.

Graduates of the Certificate in Homeopathy Consulting will be able to:

- Outline the steps to set up a business, including insurance, management, legal issues, ethics (including AHG ethics and ARC requirements), keeping records, listening and observation skills, informed consent, marketing, business planning, nutritional, lifestyle,



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and wellness counseling

- Locate information from state regulatory bodies to ensure compliance with local and state requirements
- Educate others about appropriate holistic health protocols using homeopathy to support and rebalance the body and restore wellness for general good health
- Discuss homeopathy, its history, and status of current research, including how to locate studies in peer-reviewed journals
- Discuss and describe the body's structure and function in a healthy state
- Indicate when to refer individuals to their licensed healthcare provider for diagnosis and treatment

Required courses for this program, in required sequence, are:

NAT 204 Energetic Modalities II: Homeopathy

NAT 210 Anatomy & Physiology I

NAT 211 Anatomy & Physiology II

NAT 212 Anatomy & Physiology III

NAT 306 Holistic Health Consulting & Business Skills

Total credits completed: 15 semester credits. NAT 306 must be taken last or concurrently with the last course.

For students wishing to study half-time during two of the three semesters, the required sequence is:

Semester One

NAT 204 Energetic Modalities II: Homeopathy

NAT 210 Anatomy & Physiology I

Semester Two

NAT 211 Anatomy & Physiology II

Semester Three

NAT 212 Anatomy & Physiology III

NAT 306 Holistic Health Consulting & Business Skills

Diploma in Holistic Health Practice

The Diploma in Holistic Health Practice is a professional training program for people seeking to earn a comprehensive and recognized credential to



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establish a holistic health practice or to add to an existing healthcare practice.

This program is approved by the National Association of Nutrition Professionals (NANP) and meets the education requirements for graduates to sit the Board Certification in Holistic Nutrition exam offered by the Holistic Nutrition Credentialing Board (HNCB).

Graduates of the Diploma in Holistic Health Practice will be able to:

- Outline the steps to set up a business, including insurance, management, legal issues, ethics (including AHG ethics and ARC requirements), keeping records, listening and observation skills, informed consent, marketing, business planning, nutritional, lifestyle, and wellness counseling
- Locate information from state regulatory bodies to ensure compliance with local and state requirements
- Discuss herbal medicine, aromatherapy, or basic nutrition, their history, and status of current research, including how to locate studies in peer-reviewed journals
- Indicate when to refer individuals to their licensed healthcare provider for diagnosis and treatment
- Discuss and describe the body's structure and function in a healthy state
- Understand and identify the mechanical and biochemical changes caused by a variety of diseases or imbalances to be able to address system imbalances and provide education that individuals can use to restore wellness
- Educate others about the basics of nutrition and the importance of a healthy diet and lifestyle in the support of long-term health, including how to locate studies in peer-reviewed journals
- Use and understand appropriate medical terminology to facilitate discussion with licensed healthcare providers and facilitate integration of CAM into the healthcare system, yet understand the appropriate terminology for use with consumers
- Educate others about appropriate holistic health protocols that can help to rebalance the body and restore wellness, both for general good health and when particular ailments demonstrate an imbalance in the body and lifestyle
- Discuss the safe use of aromatherapy, flower essences, herbal medicine, homeopathy, iridology, or dynamic phytotherapy to



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support long-term health (based on elective choices)

Core Courses

Required core courses for this program, in required sequence, are:

NAT 101 Nutrition, Bodycare & Herbalism OR HLTH 101 Personal & Community Health OR NUT 101 Introduction to Nutrition

NAT 308 Holistic Nutrition

NAT 210 Anatomy & Physiology I

NAT 211 Anatomy & Physiology II

NAT 212 Anatomy & Physiology III

NAT 302 Holistic Pathophysiology

NAT 303 Holistic Pathology & Protocols

NAT 307 Healthcare Terminology

NAT 306 Holistic Health Consulting & Business Skills

Total core credits completed: 27 Credits. NAT 306 must be taken last or concurrently with the last course.

Electives

This Program requires at least nine (9) elective credits, for a total of 36 credits. Students are advised to select a full series for maximum learning advantage, such as AROMA 203, 303, and 304. Electives include:

AROMA 203 Aromatherapy I

AROMA 303 Aromatherapy II

AROMA 304 Aromatherapy III

HERB 201 Herbal Studies

HERB 302 Herbal Materia Medica I

HERB 303 Herbal Materia Medica II

HERB 304 Herbal Materia Medica III

HLTH 101 Personal & Community Health

HOMB 201 Dynamic Phytotherapy (6 credits)

NAT 202 Energetic Modalities I: Flower Essences

NAT 203 Historical Modalities I: Iridology

NAT 204 Energetic Modalities II: Homeopathy

NUT 309 Topics in Holistic Nutrition

PSY 101 Introduction to Psychology

Total Credits Completed: Minimum of 36 semester credits



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For students wishing to study half-time, the required sequence is:

Semester One

NAT 101 Nutrition, Bodycare & Herbalism OR HLTH 101 Personal & Community Health OR NUT 101 Introduction to Nutrition
NAT 210 Anatomy & Physiology I

Semester Two

NAT 308 Holistic Nutrition
NAT 211 Anatomy & Physiology II

Semester Three

NAT 212 Anatomy & Physiology III
NAT 302 Holistic Pathophysiology

Semester Four

NAT 303 Holistic Pathology and Protocols
Elective

Semester Five

NAT 307 Healthcare Terminology
Elective

Semester Six

NAT 306 Holistic Health Consulting & Business Skills
Elective

Certificate in Herbal Retail Management

Learn to assess the quality of botanicals and understand the primary production methods of preparations, including tinctures, decoctions, infusions, and teas while learning how to recommend herbal supplements for preventative health and how to incorporate herbs in daily life to support optimal health and wellness in a retail setting.

Graduates of the Certificate in Herbal Retail Management will be able to:

- Outline the steps to set up a business, including insurance, management, legal issues, ethics (including AHG ethics and ARC requirements), keeping records, listening and observation skills, informed consent, marketing, business planning, nutritional, lifestyle, and wellness counseling



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- Locate information from state regulatory bodies to ensure compliance with local and state requirements
- Discuss herbal medicine, its history, and status of current research, including how to locate studies in peer-reviewed journals
- Discuss the current state of regulations of the Natural Products Industry, including FDA regulations, FCC regulations, GMP requirements in the U.S. and contrast with regulations in Canada and Europe
- Discuss the FDA regulations concerning structure/function claims with respect to the retail environment
- Discuss the medicinal plants studied with confidence, including the Latin name, major active constituents, safety issues, historical uses, and latest research
- Understand common issues in plant identification, ethical wildcrafting, sustainable harvesting, field identification and safety procedures and be able to educate others about these issues
- Use and understand the language of herbal therapeutic actions from alteratives to vulnerary herbs

Required courses for this program, in required sequence, are:

HERB 101 Basics of Herbalism

LIB 101 Online Research Literacy, WR 101 Writing Skills, AND CT 101 Critical Thinking (Each 1-credit, 5-week course is taken consecutively in the semester.) OR NAT 101 Nutrition, Bodycare and Herbalism OR NUT 101 Introduction to Nutrition

HERB 201 Herbal Studies

NAT 306 Holistic Health Consulting & Business Skills

Total credits completed: 12 semester credits. NAT 306 must be taken last or concurrently with the last course.

Diploma in Herbal Studies Master Herbalist

This Diploma program is a rigorous and extensive program designed for the serious student seeking a professional working knowledge of herbalism.

This program:

- Meets the education requirements to apply for professional membership with the American Herbalists Guild to achieve the designation Registered Herbalist-RH (AHG). (<http://www.americanherbalistsguild.com/becoming-ahg-professional->



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member)

- Is ideal for medical professionals wishing to increase their knowledge of this exciting field and integrate it into their practice, including Medical Doctors, Psychologists, Pharmacists, Nurses, Veterinarians, Respiratory Therapists, or Social Workers.

Graduates of the Diploma in Herbal Studies Master Herbalist will be able to:

- Outline the steps to set up a business, including insurance, management, legal issues, ethics (including AHG ethics and ARC requirements), keeping records, listening and observation skills, informed consent, marketing, business planning, nutritional, lifestyle, and wellness counseling
- Locate information from state regulatory bodies to ensure compliance with local and state requirements
- Educate others about appropriate holistic health protocols using herbs and natural products to support and rebalance the body and restore wellness for general good health
- Discuss herbal medicine, its history, and status of current research, including how to locate studies in peer-reviewed journals
- Indicate when to refer individuals to their licensed healthcare provider for diagnosis and treatment
- Discuss and describe the body's structure and function in a healthy state
- Understand and identify the mechanical and biochemical changes caused by a variety of diseases or imbalances to be able to address system imbalances and provide education that individuals can use to restore wellness
- Identify the major active constituents, safety issues, historical uses, latest research results, including drug-herb interactions, uses, preparations, and more, for popular botanicals and educate others about the botanicals studied
- Understand common issues in plant identification, ethical wildcrafting, sustainable harvesting, field identification and safety procedures and be able to educate others about these issues
- Use and understand appropriate medical terminology to facilitate discussion with licensed healthcare providers and facilitate integration of CAM into the healthcare system, yet understand the appropriate terminology for use with consumers
- Use and understand the language of herbal therapeutic actions from



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alternatives to vulnerary herbs

Required courses for this program, in required sequence, are:

HERB 101 Basics of Herbalism
LIB 101 Online Research Literacy, WR 101 Writing Skills, AND CT 101
Critical Thinking (Each 1-credit, 5-week course is taken consecutively in
the semester.) OR HLTH 101 Personal & Community Health OR PSY
101 Introduction to Psychology
HERB 201 Herbal Studies
HERB 302 Herbal Materia Medica I
HERB 303 Herbal Materia Medica II
HERB 304 Herbal Materia Medica III
NAT 210 Anatomy & Physiology I
NAT 211 Anatomy & Physiology II
NAT 212 Anatomy & Physiology III
NAT 302 Holistic Pathophysiology
NAT 303 Holistic Pathology & Protocols
NAT 307 Healthcare Terminology
NAT 306 Holistic Health Consulting & Business Skills

Total core credits completed: 39 semester credits. NAT 306 must be taken
last or concurrently with the last course.

For students wishing to study half-time, the required sequence is:

Semester One

HERB 101 Intro to Herbal Medicine
LIB 101 Online Research Literacy, WR 101 Writing Skills, AND CT 101
Critical Thinking (Each 1-credit, 5-week course is taken consecutively in
the semester.) OR HLTH 101 Personal & Community Health OR PSY
101 Introduction to Psychology

Semester Two

HERB 201 Herbal Studies
NAT 210 Anatomy & Physiology I

Semester Three

HERB 302 Herbal Materia Medica I
NAT 211 Anatomy & Physiology II

Semester Four

HERB 303 Herbal Materia Medica II
NAT 212 Anatomy & Physiology III



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Semester Five

HERB 304 Herbal Materia Medica III
NAT 302 Holistic Pathophysiology

Semester Six

NAT 303 Holistic Pathology and Protocols
NAT 307 Healthcare Terminology

Semester Seven

NAT 306 Holistic Health Consulting & Business Skills

Certificate in Dynamic Phytotherapy Consulting

Dynamic phytotherapy (formerly called homeobotanical therapy) is a blended modality, a careful balance between herbalism and homeopathy that draws upon and combines the benefits of both fields. Developed in New Zealand, ACHS has exclusive rights to teach this exciting modality in the United States. Dynamic phytotherapy remedies are low-potency, palatable remedies designed to selectively support the body in the natural restoration of health by improving nutrition, opening drainage, and stimulating healing.

Dynamic phytotherapy has the power to enhance the healing abilities of even the most experienced holistic health practitioner. Graduates of the Certificate in Dynamic Phytotherapy Consulting will be able to implement tools for increased health and well-being and a more natural, balanced way of life using dynamic phytotherapy remedies. Graduates also have a comprehensive understanding of anatomy and physiology and holistic clinical correlates.

Graduates of the Certificate in Dynamic Phytotherapy Consulting will be able to:

- Outline the steps to set up a business, including insurance, management, legal issues, ethics (including AHG ethics and ARC requirements), keeping records, listening and observation skills, informed consent, marketing, business planning, nutritional, lifestyle, and wellness counseling
- Locate information from state regulatory bodies to ensure compliance with local and state requirements



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- Educate others about appropriate holistic health protocols using dynamic phytotherapy to support and rebalance the body and restore wellness for general good health
- Discuss dynamic phytotherapy, its history, and status of current research, including how to locate studies in peer-reviewed journals
- Discuss and describe the body's structure and function in a healthy state
- Indicate when to refer individuals to their licensed healthcare provider for diagnosis and treatment

Required courses for this program, in required sequence, are:

HERB 101 Basics of Herbalism
HOMB 201 Dynamic Phytotherapy (6 credits)
NAT 210 Anatomy & Physiology I
NAT 211 Anatomy & Physiology II
NAT 212 Anatomy & Physiology III
NAT 306 Holistic Health Consulting & Business Skills

Total credits completed: 21 semester credits. NAT 306 must be taken last or concurrently with the last course. This program is designed to be taken quarter time, one course at a time in the sequence above. Students wishing to study half time can select a Diploma program or the AAS program or request special permission from the Admissions Committee.

Diploma in Dynamic Phytotherapy

This engaging program guides the student through an understanding of dynamic phytotherapy (formerly called homeobotanical therapy), which are blended remedies prepared from herbs and then potentized in a homeopathic manner. Dynamic phytotherapy remedies are always a mixture of herbs. The Dynamic Phytotherapy Consultant learns to prepare and blend the 30 basic dynamic phytotherapy formulations into an unlimited number of combinations to fit the needs of the individual. One dynamic phytotherapy blend may contain 20, 30, or 40 different herbs.

This program:

- Meets the education requirements to apply for professional membership with the American Herbalists Guild to achieve the designation Registered Herbalist-RH (AHG). (<http://www.americanherbalistsguild.com/becoming-ahg-professional-member>).



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- Is ideal for medical professionals wishing to increase their knowledge of this exciting field and integrate it into their practice, including Medical Doctors, Psychologists, Pharmacists, Nurses, Veterinarians, Respiratory Therapists, or Social Workers.

Graduates of the Diploma in Dynamic Phytotherapy will be able to:

- Outline the steps to set up a business, including insurance, management, legal issues, ethics (including AHG ethics and ARC requirements), keeping records, listening and observation skills, informed consent, marketing, business planning, nutritional, lifestyle, and wellness counseling
- Locate information from state regulatory bodies to ensure compliance with local and state requirements
- Educate others about appropriate holistic health protocols using herbs and dynamic phytotherapy remedies to support and rebalance the body and restore wellness for general good health
- Discuss herbal medicine and dynamic phytotherapy, their history, and status of current research, including how to locate studies in peer-reviewed journals
- Indicate when to refer individuals to their licensed healthcare provider for diagnosis and treatment
- Discuss and describe the body's structure and function in a healthy state
- Understand and identify the mechanical and biochemical changes caused by a variety of diseases or imbalances to be able to address system imbalances and provide education that individuals can use to restore wellness
- Identify the major active constituents, safety issues, historical uses, latest research results, including drug-herb interactions, uses, preparations, and more, for popular botanicals and educate others about the botanicals studied
- Understand common issues in plant identification, ethical wild-crafting, sustainable harvesting, field identification and safety procedures and be able to educate others about these issues;
- Use and understand appropriate medical terminology to facilitate discussion with licensed healthcare providers and facilitate integration of CAM into the healthcare system, yet understand the appropriate terminology for use with consumers
- Use and understand the language of herbal therapeutic actions from



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alternatives to vulnerary herbs

Required courses for this program, in required sequence, are:

HERB 101 Basics of Herbalism

LIB 101 Online Research Literacy, WR 101 Writing Skills, AND CT 101 Critical Thinking (Each 1-credit, 5-week course is taken consecutively in the semester.) OR NAT 204 Homeopathy OR PSY 101 Introduction to Psychology

HERB 201 Herbal Studies

HERB 302 Herbal Materia Medica I

HERB 303 Herbal Materia Medica II

HERB 304 Herbal Materia Medica III

HOMB 201 Dynamic Phytotherapy (6 credits)

NAT 210 Anatomy & Physiology I

NAT 211 Anatomy & Physiology II

NAT 212 Anatomy & Physiology III

NAT 302 Holistic Pathophysiology

NAT 303 Holistic Pathology & Protocols

NAT 307 Healthcare Terminology

NAT 306 Holistic Health Consulting & Business Skills

Total core credits completed: 45 semester credits. NAT 306 must be taken last or concurrently with the last course.

For students wishing to study half-time, the required sequence is:

Semester One

HERB 101 Intro to Herbal Medicine

LIB 101 Online Research Literacy, WR 101 Writing Skills, AND CT 101 Critical Thinking (Each 1-credit, 5-week course is taken consecutively in the semester.) OR NAT 204 Homeopathy OR PSY 101 Introduction to Psychology

Semester Two

HERB 201 Herbal Studies

NAT 210 Anatomy & Physiology I

Semester Three

HERB 302 Herbal Materia Medica I

NAT 211 Anatomy & Physiology II

Semester Four

HERB 303 Herbal Materia Medica II



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NAT 212 Anatomy & Physiology III

Semester Five

HERB 304 Herbal Materia Medica III

NAT 302 Holistic Pathophysiology

Semester Six

HOMB 201 Dynamic Phytotherapy (6 credits)

Semester Seven

NAT 303 Holistic Pathology and Protocols

NAT 307 Healthcare Terminology

Semester Eight

NAT 306 Holistic Health Consulting & Business Skills



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Undergraduate Course Descriptions

AROMA 101 Introduction to Aromatherapy

3 Credits

Prerequisites: None

AROMA 101 provides students with an in-depth understanding of the history and uses of essential oils including basic methods of administration and therapeutic actions of each of the oils studied. AROMA 101 Introduction to Aromatherapy is the first level of aromatherapy training at ACHS.

AROMA 203 Aromatherapy I

3 Credits

Prerequisites: AROMA 101

AROMA 203 takes students to the next step in their aromatherapy training, looking deeper at the historical uses of aromatherapy and the modern scientific research being carried out in this fascinating modality. Students study methods of administration for essential oils in more depth than AROMA 101 and the anatomy and physiology of the related body systems.

AROMA 303 Aromatherapy II

3 Credits

Prerequisites: AROMA 101 and AROMA 203

AROMA 303 is the first of two Level Three aromatherapy materia medica programs at ACHS. This course begins the essential oil materia medica training studied in the two Level Three courses. Materia medica includes the therapeutic uses, active constituents, methods of administration, and cautions and contraindications for each of the oils studied; oils are studied alphabetically.

AROMA 304 Aromatherapy III

3 Credits



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Prerequisites: AROMA 101, AROMA 203, and AROMA 303, or by special permission from the Admissions Committee.

AROMA 304 is the second of two Level Three aromatherapy materia medica programs at ACHS. This course continues the essential oil materia medica training with the remaining essential oils studied in ACHS's aromatherapy programs.

AROMA 305 Aromatherapy Chemistry

3 Credits

Prerequisites: AROMA 101 and AROMA 203 or by special permission from the Admissions Committee.

This aromatherapy chemistry program provides students with a systematic approach to learning the chemical functional groups and pharmacological actions of essential oils. Written by Joy Bowles, renowned author of *The Chemistry of Aromatherapeutic Oils*, this interactive, online, instructor-led program will help you make sense of the chemistry of aromatherapy. Suitable for anyone who needs to understand the science and efficacy of this healing art, including nurses, doctors, pharmacists, and other allied health practitioners.

CAM 101 Introduction to Complementary Alternative Medicine

3 Credits

Prerequisites: None

CAM 101 is a survey course that explores the field of Complementary and Alternative Medicine (CAM). Students will become familiar with a variety of modalities that fall under the CAM umbrella, along with their fundamental or core concepts, methodologies, and theoretical foundations. Students will investigate the multifaceted meaning of the term "holistic" and will consider how each CAM modality fits into the holistic health paradigm. Current holistic health research will be explored, including the role of the National Center for Complementary and Alternative Medicine (NCCAM), part of the National Institutes of Health.



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CT 101 Critical Thinking

1 Credit

Prerequisites: None

CT 101 Critical Thinking is the introductory level critical thinking training at ACHS. This course is designed to be fun as well as educational. Each module guides you through a number of specific strategies to help you use the process of critical thinking to refine your reading, research, and writing habits. This 1-credit course is completed over five weeks.

ENG 101 English Composition I

3 Credits

Prerequisites: None

This course develops students' written communication skills with emphasis on understanding the writing process, analyzing readings, and practicing writing for personal and professional applications.

ENG 201 English Composition II

3 Credits

Prerequisites: ENG 101

This course builds on lessons learned in English Composition I. In addition to reviewing the writing process, students learn research techniques, citation techniques, documentation formats, and critical analysis of written topics.

HED 303 Stress Management and Emotional Health

3 Credits

Prerequisites: None

HED 303 explores the factors associated with the development of emotional health and the management of stress as a basis for understanding a lifestyle that provides for health and wellness. The course emphasizes teaching stress management and emotional health within a consulting, coaching, or an educational setting. Practical aspects of health education and



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program planning will be discussed. Students will be encouraged to deepen their commitment to effective teaching by applying the principles of self-esteem building, behavior self-management, communication, and accessing appropriate resources.

HERB 101 Basics of Herbalism

3 Credits

Prerequisites: None

HERB 101 is the first step in your herbal training and is ideal if you have just discovered herbs and want to know more. HERB 101 provides students with an in-depth understanding of the history and uses of herbs including basic methods of administration and therapeutic actions of each of the botanicals studied. HERB 101 is also a prerequisite for advanced herbal training.

HERB 201 Herbal Studies

3 Credits

Prerequisites: HERB 101, or by special permission from the Admissions Committee.

HERB 201 is designed for students interested in increasing their knowledge of natural health, herbal medicine, and nutrition to improve their health and that of their family as well as move forward with advanced herbal training and choose a career in the natural health industry if desired.

HERB 302 Herbal Materia Medica I

3 Credits

Prerequisites: HERB 101, HERB 201, or by special permission from the Admissions Committee.

HERB 302 is the first of a series of herbal materia medica courses, studying each botanical in depth, including its therapeutic actions, active constituents, methods of administration, cautions and contraindications, and current research. Botanicals include a selection from the following therapeutic groups: alterative, demulcent, cathartic, anthelmintic, astringent, and diuretic herbs.



Undergraduate Programs of Study

HERB 303 Herbal Materia Medica II

3 Credits

Prerequisites: HERB 101, HERB 201, HERB 302, or by special permission from the Admissions Committee.

HERB 303 continues the study of herbal materia medica, studying each botanical in depth, including its therapeutic actions, active constituents, methods of administration, cautions and contraindications, and current research. Botanicals include a selection from the following therapeutic groups: diaphoretic, emmenagogue, expectorant, nervine, antispasmodic, tonic, stimulant, antiseptic, and hepatic herbs.

HERB 304 Herbal Materia Medica III

3 Credits

Prerequisites: HERB 101, HERB 201, HERB 302, and HERB 303, or by special permission from the Admissions Committee.

HERB 304 continues the study of herbal materia medica, studying each botanical in depth, including its therapeutic actions, active constituents, methods of administration, cautions and contraindications, and current research.

HLTH 101 Personal & Community Health

3 Credits

Prerequisites: None

HLTH 101 is designed to develop the understanding, attitudes, and practices that contribute to better individual and community health. Starting with topics related to personal health, students will consider issues relating to physical health, psychological health, social health, intellectual health, spiritual health, and environmental health.

Changing behavior to achieve better health will be explored through models of health behavior change. Examination theories and case studies of risk communication campaigns and strategies will also be part of this course.



Undergraduate Programs of Study

HLTH 201 Physical Activity & Wellness

3 Credits

Prerequisites: None

HLTH 201 provides students with a strong foundation for more advanced studies in natural health and holistic wellness. Learners will gain a solid understanding of the importance of exercise, nutrition, emotional/mental health, social and interpersonal/intimate relationships, drug/alcohol awareness, physical fitness routines, disease prevention, chronic illness and other important concepts. This course is designed to help students make physical activity a priority today and continue to do so throughout their lives.

HOMB 201 Dynamic Phytotherapy

6 Credits

Prerequisites: HERB 101. HERB 201 is also recommended, or by special permission from the Admissions Committee.

This engaging program guides the student through an understanding of dynamic phytotherapy (formerly called homeobotanical therapy), which are blended remedies prepared from herbs and then potentized in a homeopathic manner. Dynamic phytotherapy remedies are always a mixture of herbs. The dynamic phytotherapy consultant learns to prepare and administer the 30 basic dynamic phytotherapy formulations into an unlimited number of combinations to fit the needs of the client. One dynamic phytotherapy blend may contain 20, 30, or 40 different herbs.

LIB 101 Online Research Literacy

1 Credit

Prerequisites: None

LIB 101 Online Research Literacy is the first level of research training at ACHS. This course is designed to be fun as well as educational. Each module guides you through a number of specific research tools and studies online research strategies in depth. This 1-credit course is completed over five weeks.



Undergraduate Programs of Study

NAT 101 Nutrition, Bodycare & Herbalism

3 Credits

Prerequisites: None

Designed to increase your knowledge of natural health, this course contains up-to-date information that is engaging, easy to read, assimilate, and reference. NAT 101 is full of practical tips and is designed to be fun as well as rewarding. NAT 101 is the first step in your holistic health training and is ideal if you have just discovered holistic health and want to know more.

NAT 202 Energetic Modalities I: Flower Essences

3 Credits

Prerequisites: None

Bach flower essences are a simple, natural, and safe modality developed by Dr. Edward Bach. Flower essences are used for emotional and psychological conditions and are safe and effective for adults, children, babies, animals, and plants. In this course, you will study modules designed to take you through the fundamentals of flower essence therapy.

Students will learn to identify the twelve original flower essences and their development as well as how to prepare flower essences from plant material. Students will also learn how to administer flower essences for a variety of physical and emotional conditions including use during pregnancy, and childbirth and with children, babies, animals, and plants.

NAT 203 Historical Modalities I: Iridology

3 Credits

Prerequisites: None. Anatomy and physiology training is recommended.

Can we tell the constitution or health issues from the iris of the eye? NAT 203 leads students through the theories of iridology, from historical to modern day, including the modern controversies and conflicting information from the fields of identification. Learn the basis of this modality and decide for yourself.



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NAT 203 covers the techniques and theory of iridology, analyzing the iris of the eye in relation to the body's health. In this course, students study a range of topics designed to take them through the fundamentals of iridology including the techniques and theory of iris analysis, and learn how to examine the iris of the eye in relation to the body's health.

NAT 204 Energetic Modalities II: Homeopathy

3 Credits

Prerequisites: None

Homoeopathy is treating illness with minute doses of remedies, which, when taken in larger doses by healthy people are capable of producing symptoms similar to the disease. It is based on the natural law of healing, "Similia Similibus Curantur," which means, "Like cures like."

Two Greek words, *homois* meaning "similar" and *pathos* meaning "suffering," are the source of the word homoeopathy. The principle was understood as far back as 450 BC by Hippocrates, the Greek founder of medicine, and was further developed 1000 years later by Paracelsus, the Swiss alchemist. In the early 19th century, Dr. Samuel Hahnemann (1755-1843) developed and gave homeopathy the scientific and systematic system as it is practiced today. Homeopathy is readily accepted in Britain and India where it is recognized as part of the National System of Medicine. The scientific principles developed by Hahnemann are empirically effective and continue to be followed with success.

NAT 210 Anatomy & Physiology I

3 Credits

Prerequisites: None

NAT 210 is the first of three Level Two anatomy and physiology programs at ACHS. The focus of the anatomy and physiology courses is holistic anatomy and physiology. Holistic health is based on restoring the normal structure and function of the human body for optimal wellness. In order to understand how to restore balance to the body systems, students must first understand the normal structure and function of those systems.



Undergraduate Programs of Study

NAT 211 Anatomy & Physiology II

3 Credits

Prerequisites: NAT 210

NAT 211 is the second of three Level Two anatomy and physiology programs at ACHS. The focus of the anatomy and physiology courses is holistic anatomy and physiology. Holistic health is based on restoring the normal structure and function of the human body for optimal wellness. In order to understand how to restore balance to the body systems, students must first understand the normal structure and function of those systems.

NAT 212 Anatomy & Physiology III

3 Credits

Prerequisites: NAT 210, NAT 211

NAT 212 is the last of three Level Two anatomy and physiology programs at ACHS. The focus of the anatomy and physiology courses is holistic anatomy and physiology. Holistic health is based on restoring the normal structure and function of the human body for optimal wellness. In order to understand how to restore balance to the body systems, students must first understand the normal structure and function of those systems.

NAT 302 Holistic Pathophysiology

3 Credits

Prerequisites: NAT 101, NAT 210, NAT 211, and NAT 212 or by special permission from the Admissions Committee.

NAT 302 focuses on pathophysiology and holistic protocols for clients experiencing acute and chronic problems. This course trains students to be able to understand and explain the basic principles of pathophysiology as well as the mechanical and biochemical changes caused by a variety of diseases or imbalances.

NAT 303 Holistic Pathology & Protocols

3 Credits

Prerequisites: NAT 101, NAT 210, NAT 211, and NAT 212 or by



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special permission from the Admissions Committee.

NAT 303 guides students in the fundamental principles of naturopathy or natural therapeutics. Emphasis is placed on the science and philosophy of healing using a variety of techniques that are in harmony with nature and the individual client. The varied techniques that a holistic health practitioner employs are covered, focusing on the desired outcome to increase the natural vitality of the client and bring the system back into balance. We examine the belief fundamental to natural healing that the human body contains a strong power to heal itself. While examining this belief we also look at how the holistic health practitioner is able to stimulate this power by instructing each client in how to maintain health once it is achieved, increasing vitality and building up one's resistance through improved nutrition and a harmonious lifestyle.

NAT 305 Wellness Coaching and Communication Skills

3 Credits

Prerequisites: None

NAT 305 provides undergraduate learners with foundational wellness coaching skills and knowledge, which are applied in real-world situations commonly encountered in various healthcare environments.

Students will be exposed to contemporary models of wellness coaching, as well as specific application of these principles in holistic health scenarios. Students will observe and practice application of wellness coaching skills to assist clients who require lifestyle and nutritional counseling.

The course work develops key competencies, which enable students to carefully build an interactive, collaborative conversation that encourages growth and progress toward improved quality of life.

Aptitudes acquired in this course will facilitate health promotion initiatives for clinical, organizational, industrial, and public health settings. This course provides an understanding and practice of general coaching principles such as core coaching competencies, and readiness for change. This course incorporates contemporary theories of change, which increase the likelihood of clients making lasting lifestyle improvements.

Students will prepare to assess client needs and provide culturally appropriate wellness coaching, as well as customized encouragement to



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adopt healthy lifestyles. The course requires recorded wellness coaching sessions.

NAT 306 Holistic Health Consulting & Business Skills

3 Credits

Prerequisites: This capstone course is designed to be the last course in all undergraduate programs.

Many people have a gap in their training when it comes to establishing a business, complying with local regulations, marketing to new clients, and meeting the needs of current clients to ensure return business and referrals. This 3-credit, online program provides the foundation for using your training to establish a professional holistic health business.

NAT 307 Healthcare Terminology

3 Credits

Prerequisites: NAT 210, NAT 211, and NAT 212

Understanding medical terminology is much like understanding a foreign language. Knowing the origin of medical terms and the meaning of specific letter combinations helps practitioners communicate more effectively with other healthcare professionals as well as their clients. Medical terminology is the “jargon” of the healthcare field.

NAT 307 trains students to understand the origin of medical terms, pronunciation and the meaning of unusual letter combinations, and related anatomy and physiology. This course is perfect for holistic health practitioners of all kind who want to expand their medical vocabulary and be able to communicate with primary care physicians and other healthcare professionals.

NAT 308 Holistic Nutrition

3 Credits

Prerequisites: None

Holistic nutrition is the foundation to any natural health lifestyle plan for optimal health. Rapid advances in science have enabled a much more



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detailed understanding of nutrition in recent years. NAT 308 covers the basic topics of nutrition including carbohydrates, fats and protein, fat-soluble and water-soluble vitamins, minerals, and the food pyramid. Nutrition for pregnancy, infants, children, menopause and weight management will be discussed. In addition, NAT 308 covers CAM topics including raw food, food combining, fasting elimination and juice therapy, acid-alkaline theory, and the use of herbs in the diet.

NUT 101 Introduction to Nutrition

3 Credits

Prerequisites: None

NUT 101 introduces students to the basic concepts of nutrition and gives them tools for healthy eating. Topics covered include carbohydrates, fats, proteins, vitamins, minerals, life cycle needs, and diets for athletes.

Individual dietary habits will be closely examined through a self-evaluation of personal diet studies. This course provides important basic knowledge in making personal dietary decisions. This course also emphasizes food safety and explores the reasons for hunger at home and abroad.

NUT 309 Topics in Holistic Nutrition

3 Credits

Prerequisites: None

Holistic nutrition is the foundation to any natural health lifestyle plan for optimal health. NUT 309 covers CAM topics in nutrition, such as raw food, food combining, fasting, elimination and juice therapy, acid-alkaline theory, and the use of herbs in the diet. Recent issues in nutrition will be reviewed using contemporary authors, such as Michael Pollan and Kimberly Lord Stewart.

PSY 101 Introduction to Psychology

3 Credits

Prerequisites: None

PSY 101 introduces human behavior. It includes the study of the theories



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and concepts of psychology, including the scope of psychology, biological foundations and the brain, sensation, perception, motivation, personality, learning/memory, emotion, states of consciousness, personality theories, cognition, life-span development, and applied psychology.

WR 101 Writing Skills

1 Credit

Prerequisites: None

WR 101 Writing Skills is not your typical grammar course. Through a series of fun, engaging exercises students fine-tune the basic writing skills needed to succeed in school and in professional communications. Topics include: the parts of a sentence, how to craft a sentence, grammar basics, punctuation, capitalization, and common writing mistakes. This 1-credit course is completed over five weeks.



Graduate Programs of Study

Graduate Programs at ACHS

The mission of ACHS's graduate degree programs is to help guide the evolution of healthcare by creating, educating, and actively supporting a community of professionals who embody the philosophy and practice of complementary alternative medicine.

Graduate courses are three semester credits and require at least nine hours of study per week¹⁷. Courses are offered in 16-week semesters.

Programs Offered

Graduate Certificate Programs

- Graduate Certificate in Aromatherapy
- Graduate Certificate in Botanical Safety
- Graduate Certificate in Complementary Alternative Medicine
- Graduate Certificate in Herbal Medicine
- Graduate Certificate in Nutrition
- Graduate Certificate in Wellness Coaching

Graduate Degree Programs

- Master of Science in Aromatherapy
- Master of Science in Complementary Alternative Medicine
- Master of Science in Health and Wellness
- Master of Science in Herbal Medicine
- Master of Science in Holistic Nutrition

Note: Graduation from an ACHS MS degree program does not confer a license to practice medicine. ACHS graduates serve as holistic health consultants and do not claim to treat, diagnose, cure, or prescribe.

¹⁷ This equates to the Carnegie Unit requirement of "one credit is equivalent to 45 hours of student work." Thus, a three (3)-credit course incorporates approximately 135 hours of student work.



Graduate Programs of Study

Master of Science in Aromatherapy

The mission of the Master of Science in Aromatherapy degree program is to develop a practical and theoretical understanding of clinical aromatherapy and professionally apply this knowledge to educate clients and consumers about a mind-body-spirit approach to health and wellness.

The use of aromatherapy as a viable integrative holistic health modality in hospitals and in many aspects of the wellness industry has shown a progressive upward trend for a number of years. Non-profit organizations, such as Planetree Hospitals Inc. (a group of U.S. hospitals), are aware that the way a patient feels has an enormous impact on the speed and success of recovery. Planetree hospitals have adopted the holistic patient care model, which integrates complimentary therapies with conventional medical treatment on mental, emotional, spiritual, social, and physical levels, and aromatherapy is a large part of this model¹⁸.

Consumer use of complementary and alternative medicine (CAM), which includes aromatherapy, also continues to increase, fueled by a number of factors, including increasing access to new research that shows the therapeutic value of aromatherapy, dissatisfaction with allopathic models (particularly for chronic health problems), and an aging population.

This growing awareness and adoption by major hospitals of aromatherapy and other related holistic health modalities in innovative patient-centered care models is positively influencing the development of new opportunities in the healthcare and health and wellness-related industries. Professionals with knowledge and training in modalities such as aromatherapy provide coaching, support, encouragement, and education to help people live healthier lives and prevent illness or injury.

The MS in Aromatherapy degree prepares graduates to fulfill the eligibility requirements for approval as a Registered Aromatherapist (RA)¹⁹ and to enter the health and wellness industry as a(n):

- Aromatherapist, Aromatherapy Consultant, or Aromatologist

¹⁸ <http://www.texashealth.org/aromatherapy>

¹⁹ The Aromatherapy Registration Council (ARC) was formed to promote the advancement of aromatherapy research and safe practice and provides a national and international examination which results in the prestigious achievement of the Registered Aromatherapist (RA) designation. <http://aromatherapycouncil.org/>



Graduate Programs of Study

- Clinical Aromatherapist
- Aromatherapy Coach
- Registered Aromatherapist (RA)
- Alliance of International Aromatherapists (AIA) Level III Clinical Aromatherapist
- Aromatherapy Product Formulator and Manufacturer
- Healthcare Industry Assistant—Day Spa, Holistic Retreat, Spa Facility
- Aromatherapy Retailer
- Aromatherapy Educator, Author, Speaker
- Administrative or support role in any company in the healthcare industry
- Customer service role within the healthcare industry
- Sales associate role within the healthcare industry
- Aromatherapy Product Formulator and Manufacturer
- Lifestyle coach or consultant
- Perfumer
- Massage Therapist specializing in Aromatherapy
- Esthetician specializing in Aromatherapy
- Medical Assistant, administrator, reception, or other support role in a licensed naturopathic clinic

The Master of Science in Aromatherapy degree is also designed for:

- Medical professionals wishing to increase their knowledge of this effective and growing field and integrate it into a new or existing practice, including licensed health professionals such as Medical Doctors, Psychologists, Pharmacists, Naturopaths, Nurses, Veterinarians, Respiratory Therapists, Nurse Practitioners, Physician Assistants, Massage Therapists, Dietary Therapists, Occupational Therapists, Physician Therapists, Clinical Psychologists and Social Workers
- Consumers looking to integrate aromatherapy and wellness principles into their life for personal health and well-being

Specifically, graduates of the Master of Science in Aromatherapy program will:

- Exceed the Alliance of International Aromatherapist (AIA) Level III: Clinical Aromatherapy Training requirements to profile and appropriately use (including identification of cautionary oils) 50



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- essential oils within a holistic and clinical framework
- Review and critique the evidence relating to current aromatherapy research to provide evidence-based practical and protocol models for aromatherapy both in healthcare settings and in industry
 - Apply critical analysis and reasoning skills to positively affect others' commitment to wellness with the safe and effective implementation of aromatherapy protocols
 - Integrate values, goals, strategies, initiative, and relationships that positively develop, and that emphasize sustainability of all aromatherapy and essential oil resources, including environmental and social stewardship
 - Administer and perform protocols and duties consistent with an Aromatherapy Registration Council (ARC) Registered Aromatherapist's (RAs) education, training, and experience within an established healthcare setting (such duties shall not constitute the practice of medicine)
 - Discuss aromatherapy, its history, and status of current research, including how to locate studies in peer-reviewed journals
 - Demonstrate an in-depth, advanced clinical aromatherapy knowledge base that maximizes the innovative use of information that reflects the current theories, best practices, and research in preparation for application or further research in the aromatherapy industry
 - Discuss and describe the body's structure and function in a healthy state
 - Understand and identify the mechanical and biochemical changes caused by a variety of diseases or imbalances to be able to address system imbalances and provide education that individuals can use to restore wellness
 - Evaluate when to refer individuals to their licensed healthcare provider for diagnosis and treatment
 - Develop a solid knowledge base of clinical aromatherapy protocols and be able to apply that knowledge by informing and assisting practitioners and consumers of aromatherapy products and protocols
 - Evaluate and generate best practices for clinical aromatherapy using evidence-based methods of administration
 - Evaluate and provide guidance on the potential for essential oil, supplement, and drug interactions
 - Identify key requirements for purchasing high-quality, therapeutic-grade essential oils used in clinical aromatherapy or health industry



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settings

- Locate, analyze, evaluate, and make effective use of clinical aromatherapy research from the scientific literature and provide guidance for practitioners, policy makers, academic researchers, industry leaders, and manufacturers
- Assist with designing and planning appropriate clinical studies elucidating the underlying mechanisms of action of clinical aromatherapy, facilitating their integration into conventional medical care, and stimulating professionalism, integrity, and social responsibility in the prevention and wellness industry
- Educate others about appropriate aromatherapy protocols that can help to rebalance the body and restore wellness, both for general good health and when particular ailments demonstrate an imbalance in the body and lifestyle
- Outline the steps to set up a business, including insurance, management, legal issues, ethics, keeping records, listening and observation skills, informed consent, marketing, business planning, and wellness counseling
- Locate information from state regulatory bodies to ensure compliance with local and state requirements
- Prepare for and pass the Registered Aromatherapist (RA) examination administered by the Aromatherapy Registration Council (ARC)
- Learn and abide by the professional scope of practice for aromatherapy safety as set forth by the National Association for Holistic Aromatherapy (NAHA) and the Alliance of International Aromatherapists (AIA)
- Learn and abide by the standards of practice and code of ethics as set forth by the National Association for Holistic Aromatherapy (NAHA) and the Alliance of International Aromatherapists (AIA)

Curricula

All graduate courses are three semester credits and completed over 16 weeks. Students are expected to spend at least nine hours per week on their studies²⁰.

²⁰ This equates to the Carnegie Unit requirement of "one credit is equivalent to 45 hours of student work". Thus, a three (3)-credit course incorporates approximately 135 hours of



Graduate Programs of Study

The required courses for this program in required sequence are:

- RES 501 Assessment and Integration of Research
- AROMA 501 Aromatherapy Science
- NAT 501 Anatomy & Physiology I
- AROMA 503 Aromatherapy I
- NAT 502 Anatomy & Physiology II
- AROMA 504 Aromatherapy II
- NAT 503 Integrative Pathophysiology
- AROMA 505 Aromatherapy III
- HED 503 Stress Management and Emotional Health
- AROMA 507 Aromatherapy Chemistry
- NAT 515 Wellness Coaching & Communication Skills
- CAP 501 Masters Capstone Project

Total Credits Completed for the Master of Science in Aromatherapy Degree: 36 semester credits

Rate of Pursuit

Most graduate students at ACHS take two courses per semester, and study throughout the year in all three semesters (Fall, Spring, and Summer). The Academic Standards Committee encourages this rate of pursuit for graduate students to create an environment that fosters a distinct learning advantage and allows students to complete their Masters Degree in two years. Graduate students can also take one course per semester but should note that this may result in a wait for preferred courses. Academic advisors can assist to create a custom plan in that case.

Required Sequence

ACHS recommends a half-time schedule for this program and the following required sequence:

Semester One

- RES 501 Assessment and Integration of Research
- AROMA 501 Aromatherapy Science

Semester Two

- NAT 501 Anatomy & Physiology I

student work.



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AROMA 503 Aromatherapy I

Semester Three

NAT 502 Anatomy & Physiology II

AROMA 504 Aromatherapy II

Semester Four

NAT 503 Integrative Pathophysiology

AROMA 505 Aromatherapy III

Semester Five

HED 503 Stress Management and Emotional Health

AROMA 507 Aromatherapy Chemistry

Semester Six

NAT 515 Wellness Coaching & Communication Skills

CAP 501 Masters Capstone Project

Master of Science in Complementary Alternative Medicine Degree Program

Consumer use of complementary and alternative medicine (CAM) continues to increase, fueled by a number of factors, including increasing research of efficacy, dissatisfaction with allopathic models (particularly for chronic health problems), and an aging population.

The challenge to the industry will be to integrate CAM to most benefit the consumer, focusing on the complementary rather than the alternative nature of the wide variety of modalities available and leading the way forward to a wellness-based concept of healthcare.

Those who would play a part in leading the industry to successful integration must be able to facilitate change in a holistic and encompassing manner in the context of rapid change in the healthcare industry.

ACHS has developed a unique and innovative approach to the degree of Master of Science in CAM, with a clear mission to educate outstanding men and women to provide leadership in the industry. Execution of the ACHS mission statement is built on the following foundations:

- A curriculum based on the philosophy of integration of CAM
- Development of diverse perspectives on wellness to encourage



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creative problem solving

- Assessment and development of critical analysis and reasoning, communication skills, and quantitative skills, including comprehending and analyzing scientific texts, interpreting research using the scientific method, expressing quantitative ideas and facts effectively in writing and orally, and accessing and make effective use of quantitative information

A commitment to contributing value to the industry through a researched and scholarly approach to CAM provides the theme that connects all courses and topics in the core curriculum. The theme explores: managing information effectively in a complex, diverse, and interdependent industry; maximizing the innovative use of information and research and setting the groundwork for advancement in both; and stimulating professionalism, integrity, and social responsibility.

Students will integrate their learning across a wide variety of CAM disciplines through these concepts, which emerge in each subject area. The use of these concepts also provides faculty and students with a vehicle to pursue intellectual integration, similarities and differences, and engage in dialogue and debate across CAM disciplines.

Teaching methodology includes basic analysis of the available data (and objective testing of the same), case taking, simulation/role playing, student research, and the student-designed Masters Capstone Project. Researching topics involves collecting, selecting, critically analyzing, interpreting, and organizing data that supports the student's ideas and the project/discussion topic.

The flexibility of the teaching environment at ACHS encourages students to apply innovative techniques and a variety of communications skills to their learning experience.

The Master of Science Program in Complementary Alternative Medicine prepares graduates to enter the holistic health career arena as a:

- Scholar
- Educator or advocate
- Lifestyle Coach or Consultant
- Adjunct to an existing healthcare profession by focusing on the CAM modalities that may be used in the prevention and wellness industry

Specifically, graduates of the Master of Science in Complementary Alternative Medicine program will:



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- Demonstrate an in-depth, advanced knowledge base that maximizes the innovative use of information that reflects the current theories, best practices, and research in preparation for application or further research in the prevention and wellness industry
- Develop a solid knowledge base of CAM modalities and be able to apply that knowledge by informing and assisting practitioners and consumers of CAM products and protocols
- Evaluate and generate best practices for CAM evidence-based healing methods
- Evaluate and provide guidance on the potential for herb-herb and herb-drug interactions
- Locate, analyze and evaluate, and make effective use of CAM research from the scientific literature and provide guidance for practitioners, policy makers, academic researchers, and industry leaders and manufacturer
- Assist with designing and planning appropriate clinical studies elucidating the underlying mechanisms of action of CAM therapies, facilitating their integration into conventional medical care, and stimulating professionalism, integrity, and social responsibilities in the prevention and wellness industry

Note that the MS in CAM is not a clinically oriented program. Graduates of this program who are licensed providers of CAM services should refer to their medical boards and specialty societies (such as American Holistic Health Association) for credentialing and board certification if so required by their state of residency.

Curricula

All graduate courses are three semester credits and completed over 16 weeks. Students are expected to spend at least nine hours per week on their studies²¹.

Core Classes

Required core courses for this program are:

²¹ This equates to the Carnegie Unit requirement of "one credit is equivalent to 45 hours of student work". Thus, a three (3)-credit course incorporates approximately 135 hours of student work.



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RES 501 Assessment and Integration of Research
CAP 501 Masters Capstone Project

Total Credits in Core: 6 credits

Electives

Select at least 30 credits of elective study. Elective courses allow each student to tailor his or her degree to his or her particular needs and interests. Note that most electives are only offered once every year or every two years.

AROMA 501 Aromatherapy Science
BOT 501 Botany & Plant Identification for the Holistic Practitioner
CHEM 501 General, Organic & Biochemistry
CHEM 502 Principles of Pharmacognosy & Phytochemistry
HERB 502 Advanced Herbal Materia Medica I
HERB 503 Advanced Herbal Materia Medica II
HERB 504 Advanced Herbal Materia Medica III
HOM 501 Homeopathy
HOMB 501 Dynamic Phytotherapy
NAT 501 Anatomy & Physiology I
NAT 502 Anatomy & Physiology II
NAT 503 Integrative Pathophysiology
NAT 504 Complementary and Alternative (CAM) Pathology & Protocols
NUT 501 Advanced Applied Holistic Nutrition
NUT 509 Graduate Topics in Holistic Nutrition
NUT 510 Nutrition and Dietary Supplements
TOX 501 Fundamentals of Toxicology & Safety in Botanical Medicine

Total Credits in Electives: 30 credits

Total Credits Completed for the Master of Science in CAM Degree: 36 semester credits

Rate of Pursuit

Most graduate students at ACHS take two courses per semester, and study throughout the year in all three semesters (Fall, Spring, and Summer). The Academic Standards Committee encourages this rate of pursuit for graduate students to create an environment that fosters a distinct learning advantage and allows students to complete their Masters Degree in two years. Graduate students can also take one course per semester but should note that this may result in a wait for preferred courses. Academic advisors can assist to create a custom plan in that case.



Graduate Programs of Study

Master of Science in Health and Wellness Degree Program

The mission of the Master of Science in Health and Wellness degree program is to help others achieve health and wellness in a non-clinical setting through education and coaching strategies and to provide a healthier lifestyle for individuals and their families. It specifically meets the goal of the National Prevention Strategy (NPS) to “maintain a skilled, cross-trained, and diverse prevention workforce” and explicitly integrates many of the goals of the NPS across the program.

The United States healthcare system has shifted its emphasis to prevention in an effort to reduce healthcare costs and service a society that is both growing and living longer. With the passing of the Affordable Care Act (ACA) in late 2010 by the U.S. Government there is even more focus on prevention and wellness. The National Prevention Strategy (NPS) was released June 16, 2011 as part of the ACA. The NPS launched a comprehensive plan that will help increase the number of Americans who are healthy at every stage of life.

Nutrition and healthy eating are one of the seven primary priorities outlined in the detailed NPS strategy, which also include tobacco-free living, preventing drug abuse and excessive alcohol use, active living, injury and violence free living, reproductive and sexual health, and mental and emotional well-being²².

Educated professionals with knowledge and training in health and wellness provide wellness and physical health recommendations from which community programming and client education can be based. This in turn helps people to live healthier lives, prevent illness or injury, and helps reduce the risk of chronic disease while promoting wellness.

The MS in Health and Wellness program offers students a broad range of elective choices, designed to allow each student to select modalities that meet their personal and career goals. There is an emphasis on integrating health and wellness research and coaching skills to prepare graduates for a role in directing wellness programs, coaching in an individual or group setting, or for personal goals. The program culminates in a Masters

22 <http://www.healthcare.gov/prevention/nphpphc/strategy/report.html>



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Capstone Project, which, if approved, may be conducted at your institution or company. For example, this could include creating a wellness program at your institution or company.

The Master of Science in Health and Wellness degree prepares graduates to enter the health and wellness industry as a:

- Health and Wellness Consultant, Educator, Writer, or Speaker
- Health and Wellness Consultant within Community Health Organizations, Government, Residential Care Facilities, Schools, Prisons, Community Wellness programs, Retirement Villages, Old Age Homes, Frail Care Centers, Nursing Homes and Home Healthcare Agencies
- Health and Wellness Practitioner
- Health and Wellness Educator, Writer, or Speaker
- Health and Wellness Coach
- Wellness Coach
- Lifestyle coach or consultant
- Healthcare Industry Assistant—Day Spa, Holistic Retreat, Spa Facility
- Administrative or support role in any company in the healthcare industry such as medical center, fitness or wellness center, private practice yoga studio, natural food store, restaurant or educational facility.
- Customer service role within the healthcare industry
- Sales associate role within the healthcare industry
- Medical Assistant, administrator, reception, or other support role in a licensed naturopathic clinic or other healthcare setting

The Master of Science in Health and Wellness degree is also designed for:

- Medical professionals wishing to increase their knowledge of health and wellness to augment a new or existing practice, including Medical Doctors, Psychologists, Pharmacists, Naturopaths, Nurses, Veterinarians, Respiratory Therapists, Mental Health Counselors or Social Workers
- Consumers looking to integrate holistic health and wellness principles into their life for personal health and well-being

The MS in Health and Wellness program offers students a broad range of elective choices, designed to allow each student to select modalities that meet their personal and career goals. There is an emphasis on integrating



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health and wellness research and coaching skills to prepare graduates for a role in directing wellness programs, coaching in an individual or group setting, or for personal goals. The program culminates in a capstone project, which, if approved, may be conducted at your institution or company. For example, this could include creating a wellness program at your institution or company.

Courses focus on:

- A curriculum based on the philosophy of integrating health and wellness coaching and protocols into any setting, including individual, group, corporate, or educational settings
- Developing diverse perspectives on wellness to encourage creative problem solving with the use of holistic prevention and wellness protocols
- Developing critical analysis and reasoning, communication skills, and quantitative skills, including comprehending and analyzing scientific texts, interpreting research using the scientific method, expressing quantitative ideas and facts effectively in writing and orally, and accessing and make effective use of quantitative information available in the field of health and wellness

Specifically, graduates of the Master of Science in Health and Wellness program will:

- Demonstrate an in-depth, advanced knowledge of health and wellness strategies to achieve each of the seven priorities identified by the National Prevention Strategy (NPS): Tobacco-free living, preventing drug abuse and excessive alcohol use, healthy eating, active living, injury and violence-free living, reproductive and sexual health, and mental and emotional well-being
- Act as Partners in Prevention as communicators and educators as identified in the National Prevention Strategy (NPS)
- Implement strategies to increase the number of Americans who are healthy at every stage of life
- Implement strategies to provide people with information to make healthy choices and to reinforce and support health and wellness by making healthy choices easy and affordable
- Create and support comprehensive wellness programs for corporations, educational facilities, districts, and more
- Engage partners across disciplines, sectors, and institutions to change the way communities conceptualize and solve problems, enhance implementation of innovative strategies, and improve



Graduate Programs of Study

- individual and community well-being
- Support healthy and safe community environments by detecting and responding to both acute (emergency) and chronic (ongoing) threats to health
- Integrate health criteria into decision making, where appropriate, across multiple sectors
- Enhance cross-sector collaboration in community planning and design, which promotes health and safety
- Identify and implement proven strategies and conduct research where evidence is lacking
- Evaluate, generate, and implement best practices for evidence-based holistic nutrition protocols with clients, consumers, and the public
- Locate, analyze, evaluate, and make effective use of health and wellness research from scientific literature
- Discuss and describe the body's structure and function in a healthy state
- Understand and identify the mechanical and biochemical changes caused by a variety of diseases or imbalances to be able to address system imbalances and provide education that individuals can use to restore wellness
- Determine when to refer individuals to their licensed healthcare provider for diagnosis and treatment
- Develop a solid knowledge base of holistic health and wellness protocols and be able to apply that knowledge by informing and assisting practitioners and consumers
- Educate others about appropriate holistic health protocols that can help to rebalance the body and restore wellness, both for general good health and when particular ailments demonstrate an imbalance in the body and lifestyle
- Outline the steps to set up a business, including insurance, management, legal issues, ethics, keeping records, listening and observation skills, informed consent, marketing, business planning, and wellness counseling
- Locate information from state regulatory bodies to ensure compliance with local and state requirements
- Learn and adhere to the ethical and legal obligations of relevant industry organizations, including the International Coach Federation (ICF), the National Association for Holistic Aromatherapy (NAHA), the Alliance of International Aromatherapists (AIA), the Aromatherapy Registration Council (ARC), and the American



Graduate Programs of Study

Herbalist Guild (AHG)

- Learn and adhere to the International Coach Federation (ICF) ethical guidelines and professional standards, including: Establishing the coaching agreement, establishing trust and intimacy with the client, coaching presence, active listening, powerful questioning, direct communication, creating awareness, designing actions, planning and goal setting, and managing progress and accountability

Curricula

All graduate courses are three semester credits and completed over 16 weeks. Students are expected to spend at least nine hours per week on their studies²³.

Core Classes

Required core courses for this program in required sequence are:

RES 501 Assessment and Integration of Research
HED 503 Stress Management and Emotional Health
NAT 501 Anatomy & Physiology I
NAT 502 Anatomy & Physiology II
NAT 503 Integrative Pathophysiology
NAT 504 Complementary and Alternative (CAM) Pathology & Protocols
NAT 515 Wellness Coaching & Communication Skills
CAP 501 Masters Capstone Project

Total Credits in Core: 24 credits

Electives

Select at least twelve (12) credits of elective study. Elective courses allow each student to tailor his or her degree to his or her particular needs and interests. Students will take one core course with one modality course each semester and may choose from the following elective courses:

AROMA 501 Aromatherapy Science
AROMA 503 Aromatherapy I
AROMA 504 Aromatherapy II

²³ This equates to the Carnegie Unit requirement of “one credit is equivalent to 45 hours of student work.” Thus, a three (3)-credit course incorporates approximately 135 hours of student work.



Graduate Programs of Study

AROMA 505 Aromatherapy III
AROMA 507 Aromatherapy Chemistry
BOT 501 Botany & Plant Identification for the Holistic Practitioner
CHEM 501 General, Organic & Biochemistry
CHEM 502 Principles of Pharmacognosy & Phytochemistry
HERB 502 Advanced Herbal Materia Medica I
HERB 503 Advanced Herbal Materia Medica II
HERB 504 Advanced Herbal Materia Medica III
HOM 501 Homeopathy
HOMB 501 Dynamic Phytotherapy
NUT 501 Advanced Applied Holistic Nutrition
NUT 509 Graduate Topics in Holistic Nutrition
NUT 510 Nutrition & Dietary Supplements
TOX 501 Fundamentals of Toxicology & Safety in Botanical Medicine

Total Credits in Electives: 12 credits

Total Credits Completed for the Master of Science in Health and Wellness Degree: 36 semester credits

Rate of Pursuit

Most graduate students at ACHS take two courses per semester, and study throughout the year in all three semesters (Fall, Spring, and Summer). The Academic Standards Committee encourages this rate of pursuit for graduate students to create an environment that fosters a distinct learning advantage and allows students to complete their Masters Degree in two years. Graduate students can also take one course per semester but should note that this may result in a wait for preferred courses. Academic advisors can assist to create a custom plan in that case.

Required Sequence

ACHS recommends a half-time schedule for this program and the following required sequence:

Semester One

RES 501 Assessment and Integration of Research
HED 503 Stress Management and Emotional Health

Semester Two

NAT 501 Anatomy & Physiology I
Elective



Graduate Programs of Study

Semester Three

NAT 502 Anatomy & Physiology II
Elective

Semester Four

NAT 503 Integrative Pathophysiology
Elective

Semester Five

NAT 504 Complementary and Alternative (CAM) Pathology &
Protocols
Elective

Semester Six

NAT 515 Wellness Coaching & Communication Skills
CAP 501 Masters Capstone Project

Master of Science in Herbal Medicine Degree Program

The mission of the Master of Science in Herbal Medicine degree program is to develop a practical and theoretical understanding of clinical herbalism and professionally apply this knowledge to educate clients and consumers about a mind-body-spirit approach to health and wellness.

Clinical herbalism consulting, along with health and wellness coaching, has become one of the fastest growing areas of healthcare. Clinical herbalists play an integral role in the health and wellness industry. Recent research supports the use of herbal protocols for a number of clients, including use for pain management for military service-related chronic pain²⁴, allergy management²⁵, a holistic approach to anxiety and depression related to PTSD²⁶, prehypertension²⁷, and integration at wellness clinics and as part of

24 Denneson, L.M., Corson, K., & Dobscha, S.K. (2011). Complementary and alternative medicine use among veterans with chronic noncancer pain. *J Rehabil Res Dev.*, 48(9):1119-28.

25 Wisniewski, J.A. & Li, X.M. (2012). Alternative and complementary treatment for food allergy. *Immunol Allergy Clin North Am.*, 32(1):135-50.

26 Williams, J.W., Gierisch, J.M., McDuffie, J., Strauss, J.L., & Nagi, A. (2011). An Overview of Complementary and Alternative Medicine Therapies for Anxiety and Depressive



Graduate Programs of Study

employee wellness programs.

The Master of Science in Herbal Medicine degree prepares graduates to enter the herbal medicine industry as a:

- Clinical Herbalist
- Registered Herbalist American Herbalist Guild (AHG)²⁸
- Master Herbalist
- Herbal Educator
- Herbal Consultant
- Herbal Retailer
- Lifestyle Coach or Consultant
- Herbal Writer
- Herbal Writer
- Herbal Products Manufacturer
- Herbal Products Formulator
- Administrative or support role in any company in the healthcare industry
- Customer service role within the healthcare industry
- Sales associate role within the healthcare industry
- Massage Therapist specializing in herbal protocols
- Esthetician specializing in herbal protocols
- Medical Assistant, administrator, reception, or other support role in a licensed naturopathic clinic

Disorders: Supplement to Efficacy of Complementary and Alternative Medicine Therapies for Posttraumatic Stress Disorder [Internet]. Washington (DC): Department of Veterans Affairs; 2011 Aug. VA Evidence-based Synthesis Program Reports.

27 Greenway, F., Liu, Z., Yu, Y., & Gupta, A. (2011). A Clinical Trial Testing the Safety and Efficacy of a Standardized *Eucommia ulmoides* Oliver Bark Extract to Treat Hypertension. *Altern Med Rev.*, 16(4):338-47.

28 Registered Herbalist designation requires professional membership in AHG. The ACHS MS in Herbal Medicine provides the comprehensive academic training. Upon graduation further training is required which is a minimum of two years of clinical training (through independent practice, formal mentorship, or clinical supervision or a combination thereof) and clinical experience totaling at least 400 hours, with at least 100 different clients in a two year period, and with a minimum caseload of four clients per week. ACHS can assist graduates to locate a suitable mentor. More information is available [online here](#).



Graduate Programs of Study

Specifically, graduates of the Master of Science in Herbal Medicine degree program will:

- Evaluate current herbal research to provide evidence-based practical and protocol models for herbal medicine both in healthcare settings and in industry
- Apply critical analysis and reasoning skills to positively affect others' commitment to wellness with the safe and effective implementation of herbal medicine protocols
- Demonstrate written and oral communication skills, including expressing quantitative and qualitative ideas to communicate the current theories, best practices, and research in preparation for application or further research in the field of herbal medicine
- Integrate values, goals, strategies, initiatives, and relationships that positively develop and emphasize sustainability of all phytotherapy and botanical resources, including environmental and social stewardship
- Administer and perform protocols and duties consistent with a Registered Herbalist's (RH) education, training, and experience within an established healthcare setting. Such duties shall not constitute the practice of medicine.
- Discuss herbal medicine, its history, and status of current research, including how to locate studies in peer-reviewed journals
- Demonstrate an in-depth, advanced clinical herbal medicine knowledge base that maximizes the innovative use of information that reflects the current theories, best practices, and research in preparation for application or further research in the herbal medicine industry
- Discuss and describe the body's structure and function in a healthy state
- Understand and identify the mechanical and biochemical changes caused by a variety of diseases or imbalances, to be able to address system imbalances and provide education that individuals can use to restore wellness
- Evaluate when to refer individuals to their licensed healthcare provider for diagnosis and treatment
- Develop a solid knowledge base of clinical herbalism protocols and be able to apply that knowledge by informing and assisting practitioners and consumers of herbal products and protocols
- Evaluate and generate best practices for clinical herbalism using evidence-based methods of administration



Graduate Programs of Study

- Evaluate and provide guidance on the potential for herb, supplement, and drug interactions
- Identify key requirements for purchasing high-quality, therapeutic-grade botanicals used in clinical herbalism
- Locate, analyze, evaluate, and make effective use of clinical herbalism research from the scientific literature, and provide guidance for practitioners, policy makers, academic researchers, and industry leaders and manufacturers
- Assist with designing and planning appropriate clinical studies that elucidate the underlying mechanisms of action of clinical herbalism, facilitating their integration into conventional medical care, and stimulating professionalism, integrity, and social responsibilities in the prevention and wellness industry
- Educate others about appropriate herbalism protocols that can help to rebalance the body and restore wellness, both for general good health and when particular ailments demonstrate an imbalance in the body and lifestyle
- Provide clients and potential clients with truthful and non-misleading information about their experience, training, services, pricing structure, and practices, as well as disclosure of financial interests if they can present a conflict in practice; inform clients that redress of grievances is available through the American Herbalists Guild (AHG) or through the appropriate agency where an AHG member is operating under a state license
- Explain the AHG Code of Ethics, which includes: Confidentiality, professional courtesy, professional networking, practitioner as an educator, peer review, referrals, avoiding needless therapy, environmental commitment, humanitarian service, quality botanicals, and sexual harassment
- Learn and adhere to the International Coach Federation (ICF) ethical guidelines and professional standards, including: Establishing the coaching agreement, establishing trust and intimacy with the client, coaching presence, active listening, powerful questioning, direct communication, creating awareness, designing actions, planning and goal setting, and managing progress and accountability
- Outline the steps to set up a business, including insurance, management, legal issues, ethics, keeping records, listening and observation skills, informed consent, marketing, business planning, and wellness counseling
- Locate information from state regulatory bodies to ensure compliance with local and state requirements



Graduate Programs of Study

- Strive toward establishing AHG professional membership as a recognizable standard of competency in botanical medicine

Curricula

All graduate courses are three semester credits and completed over 16 weeks. Students are expected to spend at least nine hours per week on their studies²⁹.

The required courses for this program in required sequence are:

- RES 501 Assessment and Integration of Research
- HERB 502 Advanced Herbal Materia Medica I
- NAT 501 Anatomy & Physiology I
- HERB 503 Advanced Herbal Materia Medica II
- NAT 502 Anatomy & Physiology II 3
- HERB 504 Advanced Herbal Materia Medica III
- NAT 503 Integrative Pathophysiology
- BOT 501 Botany & Plant Identification for the Holistic Practitioner
- CHEM 502 Principles Pharmacognosy & Phytochemistry
- TOX 501 Fundamentals of Toxicology & Safety in Botanical Medicine
- NAT 515 Wellness Coaching & Communication Skills
- CAP 501 Masters Capstone Project

Total Credits Completed for the Master of Science in Herbal Medicine Degree: 36 semester credits

Rate of Pursuit

Most graduate students at ACHS take two courses per semester, and study throughout the year in all three semesters (Fall, Spring, and Summer). The Academic Standards Committee encourages this rate of pursuit for graduate students to create an environment that fosters a distinct learning advantage and allows students to complete their Masters Degree in two years. Graduate students can also take one course per semester but should note that this may result in a wait for preferred courses. Academic advisors can assist to create a custom plan in that case.

²⁹ This equates to the Carnegie Unit requirement of “one credit is equivalent to 45 hours of student work.” Thus, a three (3)-credit course incorporates approximately 135 hours of student work.



Graduate Programs of Study

Required Sequence

ACHS recommends a half-time schedule for this program and the following required sequence:

Semester One

RES 501 Assessment and Integration of Research
HERB 502 Advanced Herbal Materia Medica I

Semester Two

NAT 501 Anatomy & Physiology I
HERB 503 Advanced Herbal Materia Medica II

Semester Three

NAT 502 Anatomy & Physiology II 3
HERB 504 Advanced Herbal Materia Medica III

Semester Four

NAT 503 Integrative Pathophysiology
BOT 501 Botany & Plant Identification for the Holistic Practitioner

Semester Five

CHEM 502 Principles Pharmacognosy & Phytochemistry
TOX 501 Fundamentals of Toxicology & Safety in Botanical Medicine

Semester Six

NAT 515 Wellness Coaching & Communication Skills
CAP 501 Masters Capstone Project

Master of Science in Holistic Nutrition Degree Program

The mission of the Master of Science in Holistic Nutrition degree program is to provide professional holistic nutrition and physical health recommendations from which community programming and client education can be based. This in turn will help people to live healthier lives, prevent illness or injury, and reduce the risk of chronic disease while promoting wellness.

Holistic nutrition is the foundation to any holistic health lifestyle plan for



Graduate Programs of Study

optimal health. The United States healthcare system has shifted its emphasis to prevention in an effort to reduce healthcare costs and service a society that is both growing and living longer. With the passing of the Affordable Care Act (ACA) in late 2010 by the U.S. Government there is even more focus on prevention and wellness. The National Prevention Strategy (NPS) was released June 16, 2011, as part of the ACA. The NPS launched a comprehensive plan that will help increase the number of Americans who are healthy at every stage of life. Nutrition and healthy eating are one of the seven primary priorities outlined in the detailed NPS strategy³⁰.

The demand for nutrition education and nutrition professionals has increased. In fact, in December 2011 the *Nutrition Business Journal* reported that the global nutrition industry posted 6.1% annual growth in 2010, with natural & organic food (7.5%) and natural personal care (8.7%) the strongest performers³¹.

This emphasis on preventative care and health and wellness at a government level, in the global nutrition industry and amongst consumers is projected to create new opportunities in the healthcare and health and wellness-related industries³².

The Master of Science in Holistic Nutrition program offers students a focused training in advanced applied holistic nutrition. There is an emphasis on integrating holistic nutrition research and coaching skills to prepare graduates for direct application of holistic nutrition theory, science and concepts in holistic health lifestyle planning for optimal health.

Graduates may seek Board Certification in Holistic Nutrition through the Holistic Nutrition Credentialing Board³³ and are qualified to join the National Association of Nutrition Professionals. Designations you may use with this Board Certification include Certified Nutritionist (CN), Nutrition

30 <http://www.healthcare.gov/prevention/nphpphc/strategy/report.html>

31 Nutrition Business Journal. (2011). A Tough Recipe for 6% Growth. *Nutrition Business Journal*, 16(11/12):1

32 Source: Bureau of Labor Statistics, U.S. Department of Labor, Career Guide to Industries, 2010-11 Edition, Healthcare. Retrieved from <http://www.bls.gov/oco/cg/cgs035.htm>.

33 Note for Board Certification in Holistic Nutrition through the Holistic Nutrition Credentialing Board that documentation of 500 hours (includes a minimum of 250 direct contact hours and up to 250 indirect contact hours) of professional experience in holistic nutrition must be provided.



Graduate Programs of Study

Consultant (NC), Nutrition Educator (NE), or Registered Holistic Nutritionist (RHN) in accordance with applicable state laws.

Career Goals

- Holistic Nutrition Consultant, Educator, Writer, or Speaker
- Holistic Nutrition Consultant within Community Health Organizations, Government, Residential Care Facilities, Schools, Prisons, Community Wellness programs, Retirement Villages, Old Age Homes, Frail Care Centers, Nursing Homes and Home Healthcare Agencies
- Holistic Health Practitioner
- Holistic Health Educator³⁴, Writer, or Speaker
- Health or Holistic Nutrition Coach
- Wellness Coach
- Lifestyle Coach or Consultant
- Healthcare Industry Assistant—Day Spa, Holistic Retreat, Spa Facility
- Administrative or support role in any company in the healthcare industry such as medical center, fitness or wellness center, private practice yoga studio, natural food store, restaurant or educational facility.
- Customer service role within the healthcare industry
- Sales associate role within the healthcare industry
- Medical Assistant, administrator, reception, or other support role in a licensed naturopathic clinic

The Master of Science in Holistic Nutrition degree is also designed for:

- Medical professionals wishing to increase their knowledge of holistic nutrition to augment a new or existing practice, including Medical Doctors, Psychologists, Pharmacists, Naturopaths, Nurses, Veterinarians, Respiratory Therapists, Mental Health Counselors or Social Workers
- Consumers looking to integrate holistic nutrition and wellness principles into their life for personal health and well-being

Specifically, graduates of the Master of Science in Holistic Nutrition

³⁴ This degree does not satisfy the requirements to become a CHES Health Educator.



Graduate Programs of Study

program will:

- Discuss and describe the body's structure and function in a healthy state
- Describe the current theories and best practices in holistic nutrition
- Locate, analyze, and explain current scientific literature in holistic nutrition, prevention, and wellness industries
- Explain appropriate holistic nutrition protocols to clients, consumers, and the public
- Evaluate, generate, and implement best practices for evidence-based holistic nutrition protocols with clients, fellow practitioners, consumers, and the public
- Assist with designing and planning appropriate clinical studies elucidating the underlying mechanisms of action of holistic nutrition protocols, facilitating their integration into conventional medical care, and stimulating professionalism, integrity, and social responsibility in the prevention and wellness industry
- Identify and explain the mechanical and biochemical changes caused by a variety of diseases or imbalances
- Differentiate system imbalances, identify particular ailments, and develop individualized holistic nutrition recommendations clients and consumers can use to restore wellness
- Evaluate when to refer individuals to their licensed healthcare provider for diagnosis and treatment
- Outline the steps to set up a business, including insurance, management, legal issues, ethics, keeping records, listening and observation skills, informed consent, marketing, business planning, and wellness counseling
- Locate information from state regulatory bodies to ensure compliance with local and state requirements
- Prepare for and pass the national board certification examination of National Association of Nutrition Professionals (NANP), administered by the Holistic Nutrition Credentialing Board
- Learn and abide by the code of ethics and scope of practice as set for by the National Association of Nutrition Professionals
- Identify and explain advocacy roles in the holistic nutrition industry, including policy making, academic research, manufacturing, and leadership



Graduate Programs of Study

Curricula

All graduate courses are three semester credits and completed over 16 weeks. Students are expected to spend at least nine hours per week on their studies³⁵.

The required courses for this program in required sequence are:

- RES 501 Assessment and Integration of Research
- NUT 509 Graduate Topics in Holistic Nutrition
- NAT 501 Anatomy & Physiology I
- HED 503 Stress Management and Emotional Health
- NAT 502 Anatomy & Physiology II
- NUT 501 Advanced Applied Holistic Nutrition
- NAT 503 Integrative Pathophysiology
- CHEM 501 General, Organic and Biochemistry
- NAT 504 Complementary and Alternative (CAM) Pathology & Protocols
- NUT 510 Nutrition & Dietary Supplements
- NAT 515 Wellness Coaching & Communication Skills
- CAP 501 Masters Capstone Project

Total Credits Completed for the Master of Science in Holistic Nutrition Degree: 36 semester credits

Rate of Pursuit

Most graduate students at ACHS take two courses per semester, and study throughout the year in all three semesters (Fall, Spring, and Summer). The Academic Standards Committee encourages this rate of pursuit for graduate students to create an environment that fosters a distinct learning advantage and allows students to complete their Masters Degree in two years. Graduate students can also take one course per semester but should note that this may result in a wait for preferred courses. Academic advisors can assist to create a custom plan in that case.

³⁵ This equates to the Carnegie Unit requirement of “one credit is equivalent to 45 hours of student work.” Thus, a three (3)-credit course incorporates approximately 135 hours of student work.



Graduate Programs of Study

Required Sequence

ACHS recommends a half-time schedule for this program and the following required sequence:

Semester One

RES 501 Assessment and Integration of Research
NUT 509 Graduate Topics in Holistic Nutrition

Semester Two

NAT 501 Anatomy & Physiology I
HED 503 Stress Management and Emotional Health

Semester Three

NAT 502 Anatomy & Physiology II
NUT 501 Advanced Applied Holistic Nutrition

Semester Four

NAT 503 Integrative Pathophysiology
CHEM 501 General, Organic and Biochemistry

Semester Five

NAT 504 Complementary and Alternative (CAM) Pathology & Protocols
NUT 510 Nutrition & Dietary Supplements

Semester Six

NAT 515 Wellness Coaching & Communication Skills
CAP 501 Masters Capstone Project



Graduate Programs of Study

Graduate Certificate Programs

Career changes, evolving industries, and job and regulatory requirements challenge us all to increase our skills and capacities throughout our lives. Personal or family health challenges or a new role as a family caregiver can also lead us to seek additional training in the healthcare field. ACHS's Graduate Certificates are intended for students who possess a Bachelors degree that are seeking advanced knowledge and skills in new fields, but who may not wish to continue on to a full Masters degree. Graduate Certificate students take many of the same courses that are available to ACHS MS degree students and the same policies and procedures apply. Students can choose from a range of specialties, including:

- Graduate Certificate in Anatomy and Physiology
- Graduate Certificate in Aromatherapy
- Graduate Certificate in Botanical Safety
- Graduate Certificate in Complementary Alternative Medicine
- Graduate Certificate in Herbal Medicine
- Graduate Certificate in Nutrition
- Graduate Certificate in Wellness Coaching

Students can also enroll for up to three courses without first choosing to apply to a Graduate Certificate program. Students who already possess a Bachelors degree or higher can complete a Graduate Certificate to further their knowledge in a particular subject matter (as long as such courses were not previously completed for another degree program).

Admission

Students interested in enrolling in a Graduate Certificate program must apply through ACHS's Office of Admissions and must meet all graduate admissions requirements.

Standards

Students are expected to perform at the same level as matriculated ACHS graduate students.

Curriculum

Graduate Certificate programs consist of subsets of ACHS degree programs.



Graduate Programs of Study

Graduate Certificate in Anatomy and Physiology

The Graduate Certificate in Anatomy and Physiology provides specialized training for graduate students in the structure and function of the human body and how it behaves as a dynamic community of interdependent parts. Professionals working in the CAM field will be able to deepen their knowledge and understanding of the structure and function of the human organ systems.

Graduates of the Graduate Certificate in Anatomy and Physiology will be able to:

Demonstrate a strong theoretical understanding of anatomy and its relationship to physiology and how structure relates to function

- Be able to compare and contrast specific pathological conditions and show clinical connections to each body systems and system interrelationships
- Review and critically evaluate primary research on CAM protocols and construct case studies using validated protocols
- Define the etiology, pathogenesis, clinical manifestations of disease and the impact of behavioral factors, life-style choices and environmental factors on the cause and progression of disease
- Identify the use of CAM modalities to provide natural support options in these disease conditions and when a client should be referred to their licensed healthcare provider
- Summarize the CAM modalities such as aromatherapy, homeopathy, dynamic phytotherapy, herbal medicine, nutrition and lifestyle changes and how these may be beneficial in supporting health

Required courses for this program, in required sequence, are:

RES 501 Assessment and Integration of Research

NAT 501 Anatomy & Physiology I

NAT 502 Anatomy & Physiology II

NAT 503 Integrative Pathophysiology

NAT 504 Complementary Alternative Medicine (CAM) Pathology & Protocols

Total credits completed: 15 semester credits



Graduate Programs of Study

Graduate Certificate in Aromatherapy

The Graduate Certificate in Aromatherapy provides specialized training for Graduate students in the comprehension and application of essential oils for medicinal use. Professionals working in the CAM field will be able to deepen their knowledge and understanding of aromatherapy.

Graduates of the Graduate Certificate in Aromatherapy will be able to:

- Assemble a solid theoretical understanding of how to review, utilize and design scientific and clinical research
- Construct a strong theoretical knowledge of the principles of pharmacognosy and phytochemistry as they apply to botanical studies
- Critically evaluate the molecular structure of active constituents and how they contribute to a botanical's observable actions
- Identify and evaluate the methods of quality control, extraction, potency, and variability of herbs and how it relates to the botanical industry
- Synthesize an advanced knowledge of the principles of toxicology and the mechanisms and effect of herb-herb and herb-drug interactions
- Demonstrate an understanding of the toxicology of plant and essential oil constituents, the possible allergic and adverse reactions to herbal products and the influence of herbal quality on potential toxicity
- Analyze the relative risks and benefits of commonly used botanical substances
- Compare and contrast knowledge from empirical use with data from current phytochemical, toxicological and epidemiological studies and databases
- Construct an in-depth understanding of the principles of aromatherapy, aromatology, and aromacology
- Categorize and apply an understanding of the bioactivity, psychological effects and safety issues of essential oils and their components
- Evaluate and judge the clinical effect of essential oils through exploring research literature as well as historical perspectives

Required courses for this program, in required sequence, are:
RES 501 Assessment and Integration of Research



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CHEM 502 Principles of Pharmacognosy and Phytochemistry
TOX 501 Fundamentals of Toxicology and Safety in Botanical Medicine
AROMA 501 Aromatherapy Science

Total credits completed: 12 semester credits

Graduate Certificate in Botanical Safety

The ACHS Graduate Certificate in Botanical Safety provides specialized training for graduate students in the efficacy and safety of the use of herbal medicinal products. Professionals working in the complementary alternative medicine (CAM) field will be able to deepen their knowledge and understanding of the safe application of botanical medicine.

Graduates of the Graduate Certificate in Botanical Safety will be able to:

- Assemble a solid theoretical understanding of how to review, utilize and design scientific and clinical research
- Construct a strong theoretical knowledge of the principles of pharmacognosy and phytochemistry as they apply to botanical studies
- Critically evaluate the molecular structure of active constituents and how they contribute to a botanical's observable actions
- Identify and evaluate the methods of quality control, extraction, potency, and variability of herbs and how it relates to the botanical industry
- Synthesize an advanced knowledge of the principles of toxicology and the mechanisms and effect of herb-herb and herb-drug interactions
- Demonstrate an understanding of the toxicology of plant and essential oil constituents, the possible allergic and adverse reactions to herbal products and the influence of herbal quality on potential toxicity
- Analyze the relative risks and benefits of commonly used botanical substances
- Compare and contrast knowledge from empirical use with data from current phytochemical, toxicological, and epidemiological studies and databases
- Assemble an advanced knowledge base of the herbal materia medica with a strong theoretical understanding of efficacy based on current research
- Construct a working knowledge of the therapeutic action, active



Graduate Programs of Study

constituents, and methods of administration and regulatory status of each botanical

Required courses for this program, in required sequence, are:

RES 501 Assessment and Integration of Research

CHEM 502 Principles of Pharmacognosy and Phytochemistry

TOX 501 Fundamentals of Toxicology and Safety in Botanical Medicine

BOT 501 Botany and Plant Identification for the Holistic Practitioner

Total credits completed: 12 semester credits

Graduate Certificate in Complementary Alternative Medicine (CAM)

The Graduate Certificate in Complementary Alternative Medicine provides specialized training for graduate students in a variety of CAM modalities. Professionals working in the CAM field will be able to deepen their knowledge and understanding.

Graduates of the Graduate Certificate in Complementary Alternative Medicine will be able to:

- Define the etiology, pathogenesis, clinical manifestations of disease and the impact of behavioral factors, life-style choices and environmental factors on the cause and progression of disease
- Identify the use of CAM modalities to provide natural support options in these disease conditions and when a client should be referred to their licensed healthcare provider
- Summarize the CAM modalities, such as aromatherapy, homeopathy, dynamic phytotherapy, herbal medicine, nutrition and lifestyle changes, and how these may be beneficial in supporting health
- Analyze and construct a working knowledge of two of the modalities and how they can be applied to benefit clients and support optimal health, including appropriate use, contraindications, and expected outcomes

Required courses for this program, in required sequence, are:

RES 501 Assessment and Integration of Research

NAT 503 Integrative Pathophysiology*

NAT 504 CAM Pathology and Protocols*

TWO modality courses selected from: AROMA 501, HERB 502, HERB 503, HOM 501, HOMB 501, NUT 501



Graduate Programs of Study

Total credits completed: 15 semester credits

*Note: These courses have prerequisites. Admission without completion of prerequisites requires special permission from the Admissions Committee.

Graduate Certificate in Herbal Medicine

The ACHS Graduate Certificate in Herbal Medicine provides specialized training for graduate students in the comprehension and application of herbal medicine. Professionals working in the complementary alternative medicine (CAM) field will be able to deepen their knowledge and understanding of botanical medicine.

Graduates of the Graduate Certificate in Herbal Medicine will be able to:

- Synthesize an advanced knowledge of the principles of toxicology and the mechanisms and effect of herb-herb and herb-drug interactions
- Demonstrate an understanding of the toxicology of plant and essential oil constituents, the possible allergic and adverse reactions to herbal products and the influence of herbal quality on potential toxicity
- Analyze the relative risks and benefits of commonly used botanical substances
- Compare and contrast knowledge from empirical use with data from current phytochemical, toxicological and epidemiological studies and databases
- Assemble an advanced knowledge base of the herbal materia medica with a strong theoretical understanding of efficacy based on current research
- Construct a working knowledge of the therapeutic action, active constituents, and methods of administration and regulatory status of each botanical
- Develop a strong understanding of botany and plant identification with particular emphasis on the practical use of medicinal plants
- Integrate botanical theory with contemporary methods of reliable plant identification for successful wildcrafting of herbs

Required courses for this program, in required sequence, are:

RES 501 Assessment and Integration of Research

BOT 501 Botany & Plant Identification for the Holistic Practitioner

TOX 501 Fundamentals of Toxicology and Safety in Botanical Medicine



Graduate Programs of Study

HERB 502 Advanced Herbal Materia Medica I
HERB 503 Advanced Herbal Materia Medica II

Total credits completed: 15 semester credits

Graduate Certificate in Nutrition

The Graduate Certificate in Nutrition provides specialized training for graduate students in advanced applied holistic nutrition. Professionals working in the CAM field will be able to deepen their knowledge and understanding of how nutrition can be integrated into every wellness plan.

Graduates of the Graduate Certificate in Nutrition will be able to:

- Assemble a solid theoretical understanding of how to review, utilize and design scientific and clinical research
- Demonstrate a strong theoretical understanding of anatomy and its relationship to physiology and how structure relates to function
- Be able to compare and contrast specific pathological conditions and show clinical connections to each body systems and system interrelationships
- Assess how factors like digestion, absorption, and metabolism influence the effective use of macronutrients and micronutrients
- Evaluate nutrition for life stages and for clients with various illnesses
- Recognize food/dietary supplement/drug interactions

Required courses for this program, in required sequence, are:

RES 501 Assessment and Integration of Research
NAT 501 Anatomy & Physiology I
NAT 502 Anatomy & Physiology II
NUT 501 Advanced Applied Holistic Nutrition

Total credits completed: 12 semester credits

Graduate Certificate in Wellness Coaching

The mission of the Graduate Certificate in Wellness Coaching program is to prepare graduates with the skills, expertise, and understanding of coaching ethics and standards, and the ability to apply them appropriately in all coaching situations to empower people to take charge of their own health and create sustainable change. Graduates will have the knowledge and skills to provide clients, consumers, and the public with wellness lifestyle plans. These plans will assist clients, consumers, and the public to



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take an active role in their health and wellness and to integrate health and wellness protocols into their daily life to achieve optimal health and a better quality of life.

With the passing of the Affordable Care Act (ACA) in late 2010 and the National Prevention Strategy (NPS) in June 16, 2011 there is now a comprehensive plan in place at a federal level that will help increase the number of Americans who are healthy at every stage of life. With this U.S. Government focus on prevention and wellness, coupled with the need to reduce healthcare costs and an aging population, new opportunities are being created in the healthcare and health and wellness-related industries. American College of Healthcare Sciences' Graduate Certificate in Wellness Coaching will prepare graduates to meet the demand for well-trained professionals within the health and wellness-related industries specifically Wellness Coaching. Even Harvard Medical School³⁶ now underwrites an annual conference on coaching's role in healthcare with a focus on professional health and wellness coach services in anticipation of this demand.

Health and Wellness Coaching has become one of the fastest growing areas of healthcare. Health and wellness professionals play an integral role in the health and wellness industry, with growing demand for health educators and wellness coaches. In this program, you will explore various approaches to the core competencies of wellness coaching and study the concepts, values, and applications of this exciting new field of health science.

Graduates of the Graduate Certificate in Wellness Coaching will be able to:

- Demonstrate an in-depth, advanced knowledge of holistic wellness practices
- Understand and maximize the science of behavior change to gain proficiency in designing personal wellness plans
- Develop a solid knowledge of holistic wellness protocols and motivational behaviors and be able to apply that knowledge to assist clients, consumers, and the public to follow and maintain personalized wellness plans
- Locate, analyze, evaluate, and make effective use of health and wellness and coaching research from scientific literature
- Serve in the role of advocate to provide guidance to policy makers,

³⁶ www.harvardcoaching.org



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academic researchers, industry leaders, and manufacturers in the field of motivational holistic health behavioral plans

- Discuss and describe the body's structure and function in a healthy state
- Understand and identify the mechanical and biochemical changes caused by a variety of diseases or imbalances to be able to address system imbalances and provide education that individuals can use to restore wellness
- Evaluate when to refer individuals to their licensed healthcare provider for diagnosis and treatment
- Outline the steps to set up a business, including insurance, management, legal issues, ethics, keeping records, listening and observation skills, informed consent, marketing, business planning, and wellness coaching
- Locate information from state regulatory bodies to ensure compliance with local and state requirements
- Learn and adhere to professional bodies' code of ethics, including: American Herbalist's Guild (AHG), Aromatherapy Registration Council (ARC), Associated Bodywork & Massage Professionals (ABMP), International Coach Federation (ICF), and National Association for Holistic Aromatherapy (NAHA)
- Learn and adhere to the International Coach Federation (ICF) ethical guidelines and professional standards, including: Establishing the coaching agreement, establishing trust and intimacy with the client, coaching presence, active listening, powerful questioning, direct communication, creating awareness, designing actions, planning and goal setting, and managing progress and accountability

Required courses for this program, in required sequence, are:

RES 501 Assessment and Integration of Research

NUT 501 Advanced Applied Holistic Nutrition

NAT 503 Integrative Pathophysiology*

NAT 504 Complementary and Alternative (CAM) Pathology & Protocols*

NAT 515 Wellness Coaching & Communication Skills

Total credits completed: 15 semester credits

*Note: These courses require previous study in anatomy and physiology or completion of NAT 501 and NAT 502 for admission.



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Graduate Course Descriptions

In alphanumeric order:

AROMA 501 Aromatherapy Science

3 credits

Prerequisites: RES 501 or by special permission from the Admissions Committee.

Aromatherapy has become an increasingly popular modality in complementary and alternative medicine (CAM), particularly in an integrated medical setting due to its ability to enhance quality of life for a wide range of patients. AROMA 501 provides students with an in-depth analysis of the fundamental principles of aromatherapy, aromatology, and aromacology. We will examine the major categories of aromatherapy, aromatology, and aromacology, including definitions, selected proven and unproven effects of essential oils citing research literature, historical perspective, essential oil components and bioactivity, the science of smell and psychological effects, safety issues, and clinical studies. Plant photographs and interactive exercises help to bring the concepts to life for visually oriented and kinesthetic learners.

AROMA 503 Aromatherapy I

3 credits

Prerequisites: RES 501, AROMA 501

AROMA 503 takes students to the next step in their aromatherapy training, looking deeper at the historical uses of aromatherapy and the modern scientific research being carried out in this fascinating modality. Students study methods of administration for essential oils in more depth than AROMA 501, as well as the anatomy and physiology of the related body systems.

AROMA 504 Aromatherapy II

3 credits

Prerequisites: RES 501, AROMA 501, AROMA 503



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AROMA 504 includes the study of the therapeutic uses, active constituents, methods of administration, and cautions and contraindications for each of the essential oils studied; oils are studied alphabetically.

The focus of the ACHS Aromatherapy Department is holistic aromatology. Holistic aromatology focuses on restoration of physical, mental, emotional, and spiritual health through the application of essential oils. We use the terms “aromatherapy” and “aromatology” interchangeably throughout the program. All healing modalities offered by ACHS focus on the holistic approach. Our philosophy is that only by taking care of the whole person—the physical, emotional, and spiritual—can health and wellness occur.

AROMA 505 Aromatherapy III

3 credits

Prerequisites: RES 501, AROMA 501, AROMA 503, AROMA 504

AROMA 505 continues the study of the therapeutic uses, active constituents, methods of administration, and cautions and contraindications for each of the oils studied; oils are studied alphabetically.

AROMA 507 Aromatherapy Chemistry

3 credits

Prerequisites: RES 501, AROMA 501, AROMA 503, AROMA 504, AROMA 505

The AROMA 507 aromatherapy chemistry course provides students with a systematic approach to learning the chemical functional groups and pharmacological actions of essential oils. Written by Joy Bowles, renowned author of *The Chemistry of Aromatherapeutic Oils*, this interactive, online, instructor-led course will help you to make sense of the chemistry of aromatherapy. This course is suitable for anyone who needs to understand the science and efficacy of this healing art, including: nurses, doctors, pharmacists, and other allied health practitioners.

BOT 501 Botany and Plant Identification for the Holistic Practitioner

3 credits

Prerequisites: RES 501 or by special permission from the



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Admissions Committee.

BOT 501 explores plant anatomy, plant physiology, herbal ecology (including ethical wildcrafting and harvesting concepts), and field identification. With a particular emphasis on the practical use of medicinal plants, the fields of taxonomy (classification), genetics and evolution, anatomy and function of cells and plant parts, energy metabolism of photosynthesis and respiration, and the biochemical pathways producing medicinal compounds are examined. Graduates will be expected to demonstrate a strong theoretical understanding of botany, including the terminology used for plant identification, comparing and contrasting the different structures of leaves, flowers, stems, and roots used to distinguish species from one another; employing botanical theory to complete projects, practical experiments, and labs including traditional mnemonics and the 'doctrine of signatures,' integrated with contemporary methods of reliable plant identification; and critically evaluating various concepts, approaches, methods, and issues in the field. Field exercises will be presented so that the student can acquire practical experience. Students will also formulate a botanical experiment to prove a hypothesis of their design, analyze their results, and present them in a format recognized by the biological science communities.

CAP 501 Masters Capstone Project

3 credits

Prerequisites: Completion of all other MS degree program requirements.

Completion of ACHS MS degree programs culminates with a 3-credit capstone project designed to demonstrate subject mastery, such as a research thesis, a work of art, or the solution of a practical professional problem. This will be supervised by an instructor.

CHEM 501 General, Organic, and Biochemistry

3 credits

Prerequisites: RES 501, or by special permission from the Admissions Committee.

Graduates of CHEM 501 will be expected to demonstrate a strong theoretical understanding of the relevant concepts of general, organic chemistry and biochemistry, including principles of chemistry, the scientific



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method, principles of measurement, experimental quantities and margins of error; the structure and behavior of atoms and molecules, chemical bonding and reactions, solutions and solubility, concepts of pH, acids, bases, salts, ions, and electrolytes; and the structure and reactivity of functional groups, different structures and characteristic reactions of organic molecules including hydrocarbons, aldehydes, ketones, carboxylic acids and the structures, functions, and metabolism of carbohydrates, lipids, amino acids, proteins, and enzymes in the human body. Students will critically examine the principles and methods of analytical chemistry as they apply to medicinal plants and herbal extracts. Students will be expected to employ chemistry theory to complete projects, practical experiments and labs, and to critically evaluate the efficacy of botanical herbal studies. Students will also formulate an experiment to prove a hypothesis of their design, analyze their results and present them in a format recognized by the science communities.

CHEM 502 Principles of Pharmacognosy and Phytochemistry

3 credits

Prerequisites: RES 501, CHEM 501, or by special permission from the Admissions Committee. Note: MS in Herbal Medicine students are exempted from the CHEM 501 prerequisite.

Graduates CHEM 502 will be expected to demonstrate a strong theoretical knowledge of the principles of pharmacognosy (the knowledge of medicinal plant preparations and extracts) and phytochemistry (literally, 'plant' chemistry) as they apply to botanical studies. While providing a comprehensive examination of the details of plant constituents, this graduate course holistically incorporates a solid knowledge base from traditional Western herbal studies with scientific information from contemporary chemistry, botany, and human physiology. Graduates will be expected to critically evaluate major categories and subcategories of herbal constituents in order to explain how molecules contribute to an herb's observable actions. Graduates of this course will also be expected to critically evaluate and critique various concepts, approaches, methods, and issues related to quality control, herbal potency, and principles of extraction, synergy, and variability as it applies to the botanical industry. Colorful 3-D molecular models, diagrams, and plant photographs help to bring the concepts to life for the visually oriented learner. Students will be expected to employ concepts and theory to complete projects, practical experiments and labs, and to critically evaluate various concepts, approaches, methods, and issues in the field. Students will also formulate an experiment to prove a hypothesis of their design, analyze their results and



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present them in a format recognized by the science communities.

HED 503 Stress Management and Emotional Health

3 credits

Prerequisites: RES 501, or by special permission from the Admissions Committee.

HED 503 explores stress management and emotional health through the student's personal journey. It leads students through an examination of those factors and influences that have an impact on health. It is also provides an opportunity to examine barriers and motivational factors that affect the degree of commitment individuals make to health practices. Your instructor's role, and your future role, is to serve as an enabler coach during this process. A wellness coach recognizes that each person's mental-emotional, physical, social, and spiritual status is unique. As a wellness coach, your instructor often will challenge you to consider the consequences of certain lifestyle choices and the "truth" of your knowledge. A wellness coach may not have all the answers regarding stress and emotional health for an individual, but will provide the framework within which the answers can be found.

HERB 502 Advanced Herbal Materia Medica I

3 credits

Prerequisites: RES 501 or by special permission from the Admissions Committee.

HERB 502 provides a comprehensive study of botanical materia medica. Graduates of this course will be expected to demonstrate an advanced knowledge base of the materia medica, principles of various concepts in botanical studies including acquiring a strong theoretical understanding of the efficacy based on current research papers of selected botanicals such as alteratives, demulcents, cathartics, anthelmintics, astringents, digestives, anti-inflammatories, and diuretics. Graduates of this course will be expected to demonstrate a sound knowledge base of specific therapeutic groups of herbs and to appraise and relate the botanicals to each physiological system of the human body. Students of this course will also be expected to locate, review, and critically evaluate primary research in order to appraise the efficacy of the therapeutic action, active constituents and methods of administration for each botanical, contraindications and drug-herb interactions for each botanical, and regulatory status for each, and



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effectiveness for CAM protocols. Students will be expected to employ concepts and theory to complete projects, practical experiments and labs, and to critically evaluate various concepts, approaches, methods, and issues in the field in relation to botanical studies. Students will also formulate an experiment to prove a hypothesis of their design, analyze their results, and present them in a format recognized by the science communities.

HERB 503 Advanced Herbal Materia Medica II

3 credits

Prerequisites: RES 501 and HERB 502 or by special permission from the Admissions Committee.

HERB 503 continues the study of herbal materia medica with diaphoretic, emmenagogue, expectorant, nervine, antispasmodic, tonic, stimulant, antiseptic, stomachic, and hepatic herbs.

Graduates of this course will be expected to demonstrate an advanced knowledge base of the materia medica, principles of various concepts in botanical studies including acquiring a strong theoretical understanding of the efficacy based on current research papers of selected botanicals such as diaphoretic, emmenagogue, expectorant, nervine, antispasmodic, tonic, stimulant, antiseptic, stomachic, and hepatic herbs.

Graduates of this course will be expected to demonstrate a sound knowledge base of specific therapeutic groups of herbs and to appraise and relate the botanicals to each physiological system of the human body. Students of this course will also be expected to locate, review, and critically evaluate primary research in order to appraise the efficacy of the therapeutic action, active constituents, and methods of administration for each botanical, contraindications and drug-herb interactions for each botanical, and regulatory status for each, and effectiveness for CAM protocols. Students will be expected to employ concepts and theory to complete projects, practical experiments and labs, and to critically evaluate various concepts, approaches, methods, and issues in the field in relation to botanical studies. Students will also formulate an experiment to prove a hypothesis of their design, analyze their results, and present them in a format recognized by the science communities.



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HERB 504 Advanced Herbal Materia Medica III

3 credits

Prerequisites: RES 501, HERB 502, and HERB 503 or by special permission from the Admissions Committee.

HERB 504 Advanced Herbal Materia Medica III completes students' herbal materia medica study with an in-depth review of tonic, adaptogenic, stimulant, antiseptic, stomachic, and hepatic herbs.

Graduates of this course will be expected to demonstrate an advanced knowledge base of the materia medica and principles of various concepts in botanical medicine, including acquiring a strong theoretical understanding of the efficacy based on current research.

Graduates of this course are also expected to demonstrate a sound knowledge base of specific therapeutic groups of herbs and to appraise and relate the botanicals to each physiological system of the human body.

To achieve this, students will locate, review, and critically evaluate primary research in order to appraise the efficacy of the therapeutic action, active constituents and methods of administration for each botanical, contraindications and drug-herb interactions for each botanical, and regulatory status for each, and effectiveness for CAM protocols.

HOM 501 Homeopathy

3 credits

Prerequisites: RES 501 or by special permission from the Admissions Committee.

Homeopathy has become an increasingly popular modality in complementary and alternative medicine (CAM), particularly in an integrated medical setting due to its ability to enhance quality of life for a wide range of patients. Many pharmacies now stock and dispense homeopathic remedies. HOM 501 will take students on an in-depth tour of the fundamental principles of classical homeopathy. The course focuses on a scientific approach to homeopathy that originated in India more than 2,000 years ago. It is designed to assist students to evaluate this modality in terms of its clinical, scientific, philosophical, sociological, and historical contexts. We look at how homeopathy is practiced, and how the application of principles in the clinical setting helps clinicians, and patients understand the



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process of seeing a homeopath. The course also reviews the pharmacological aspects of homeopathy including manufacturing, dispensing, and counter-prescribing.

HOMB 501 Dynamic Phytotherapy

3 credits

Prerequisites: RES 501 or by special permission from the Admissions Committee.

In HOMB 501 students will study the blended modality that is dynamic phytotherapy: a careful balance between herbalism and homeopathy that draws upon and combines the benefits of both fields. Students will learn to administer the liquid dynamic phytotherapy remedies, which are low-potency, palatable remedies. These remedies are designed to selectively support the body in the natural restoration of health by improving nutrition, opening drainage, and stimulating healing.

NAT 501 Anatomy and Physiology

3 credits

Prerequisites: RES 501 or by special permission from the Admissions Committee.

NAT 501 provides a comprehensive survey of the structure and function of the human organ systems with an emphasis on the body as a dynamic community of interdependent parts, rather than as a number of isolated structural units. Graduates will be expected to demonstrate a strong theoretical understanding of anatomy and its relationship to the function of physiology and the principal of complementarity of structure and function. They will also be expected to be able to evaluate, compare, and contrast specific pathological conditions to show clinical connections to each body system along with system interrelationships. Students will review and critically evaluate primary research on various CAM protocols for these pathological conditions and construct appropriate case studies using validated protocols.

NAT 502 Anatomy and Physiology II

3 credits

Prerequisites: RES 501 and NAT 501 or by special permission



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from the Admissions Committee.

NAT 502 provides a comprehensive survey of the structure and function of the human organ systems with an emphasis on the body as a dynamic community of interdependent parts, rather than as a number of isolated structural units. Graduates will be expected to demonstrate a strong theoretical understanding of anatomy and its relationship to the function of physiology and the principal of complementarity of structure and function. They will also be expected to be able to evaluate, compare, and contrast specific pathological conditions to show clinical connections to each body system along with system interrelationships. Students will review and critically evaluate primary research on various CAM protocols for these pathological conditions and construct appropriate case studies using validated protocols.

NAT 503 Integrative Pathophysiology

3 credits

Prerequisites: RES 501, NAT 501, NAT 502 or by special permission from the Admissions Committee.

NAT 503 is a comprehensive exploration of the etiology, pathogenesis, clinical manifestations, and CAM treatment of disease. Organized by body system, the anatomy and normal physiology is studied, then the disease processes and abnormalities that can occur within that system and CAM protocols. Behavioral factors, life-style choices, and environmental factors on the cause and progression of disease are covered as well as the most current advances in genetic research. NAT 503 covers when clients should be referred to their licensed care provider for diagnosis of the ailments studied. A comparative review of both allopathic and holistic treatment modalities for a number of conditions is also covered.

NAT 504 Complementary and Alternative (CAM) Pathology and Protocols

3 credits

Prerequisites: Res 501, Nat 501, Nat 502, Nat 503 or by special permission from the Admissions Committee.

Studies show that anywhere up to 42% of the American population use CAM protocols on a regular basis. As such, anyone working in the healthcare industry, whether as a practitioner, scholar, educator, or



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advocate, needs to broaden their education to include evidence-based CAM. This graduate course focuses on principles of complementary and alternative therapies in relation to diseases of specific body systems. The varied techniques and modalities that a CAM practitioner employs are covered such as aromatherapy, homeopathy, dynamic phytotherapy, herbal studies, dietary supplements, reflexology, cell salts, color therapy, and nutrition and lifestyle changes.

It is important to remember that the desired outcome of any holistic health or CAM protocol to increase the natural vitality of the client and bring the system back into balance. Students will examine the belief fundamental to CAM that the human body contains a strong power to heal itself, which is also known as vital energy or vitalism. While examining this belief, students also look at how the CAM practitioner is able to stimulate this power by educating each client in how to maintain health once it is achieved, increasing vitality, and building up one's resistance through improved nutrition and a harmonious lifestyle.

NAT 515 Wellness Coaching and Communication Skills

3 credits

Prerequisites: RES 501, or by special permission from the Admissions Committee.

NAT 515 provides students with beginning skills and theory to be an effective holistic health coach for individuals or groups wanting to improve their health. The course work presents skills that enable students to carefully co-create an interactive, embodied conversation that will invite and encourage growth and progress for all those it touches.

These skills can be applied to a clinical, organizational, and leadership setting. This course provides an understanding and practice of coaching principles such as core coaching competencies, readiness for change and transition theory, energy anatomy in coaching, and personal constitution. It incorporates behavioral change theories and models of health assessment, including health belief, adult learning, motivational interviewing and program evaluation. The course comes from a holistic/integral perspective so participants can assist others and themselves in a change process. The course provides practice sessions for students to apply the theoretical principles through telephone coaching sessions and mock coaching sessions.



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NUT 501 Advanced Applied Holistic Nutrition

3 credits

Prerequisites: RES 501 or by special permission from the Admissions Committee.

Nutrition, wellness, and disease prevention are areas of great interest to the American public. Rapid advances in science have enabled a much more detailed understanding of nutrition in recent years and the Center for Disease Control has expressed concern at the increasing levels of deficiencies in the United States. NUT 501, a graduate survey course in advanced applied holistic nutrition, focuses on macronutrients, micronutrients, factors that affect nutrition such as absorption and metabolism, nutrition for life stages, and holistic nutrition therapy for clients of varying ages and with various illnesses. Food/dietary supplement drug interactions are also studied. The overall focus is on holistic nutrition and wellness, and healthy lifestyle choices and prevention as the best “medicine” and how concepts of nutrition can be integrated into every wellness plan.

NUT 509 Graduate Topics in Holistic Nutrition

3 credits

Prerequisites: RES 501, or by special permission from the Admissions Committee.

Holistic nutrition is the foundation to any natural health lifestyle plan for optimal health. NUT 509 covers CAM topics in nutrition, such as raw food, food combining, fasting, elimination and juice therapy, acid-alkaline theory, and the use of herbs in the diet. Recent issues in nutrition will be reviewed using contemporary authors, such as Michael Pollan and Kimberly Lord Stewart.

NUT 510 Nutrition and Dietary Supplements

3 credits

Prerequisites: RES 501, or by special permission from the Admissions Committee. NUT 501 is recommended for nutrition majors.

This course reviews evidence-based information to support the clinical use of more than 25 different natural herbs, supplements, and nutrients. Upon



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completion of the course, students will be able to understand and discuss the available nutrition and dietary supplement support protocols for more than 12 different common health conditions.

RES 501 Assessment and Integration of Research

3 credits

Prerequisites: None

Research is the systematic process of collecting and analyzing information to increase our understanding of the phenomenon under study. It is the function of the researcher to contribute to the understanding of the phenomenon and to communicate that understanding to others.

RES 501 is designed to give students a solid theoretical understanding of how to review, utilize, and design research.

Graduates will be able to critically evaluate primary research, as well as be able to design and plan theoretical research and literature reviews. Students will learn to locate, assess, and integrate research.

This course is divided into two sections, culminating in a formal research paper:

Part One: Research begins with a research problem or hypothesis, which is examined by first exploring the current literature and then using the correct research design and the proper data analysis. It concludes with reporting the results of research. Our class will explore each of these steps in detail, along with a discussion of ethics in medical research. We will learn which research designs work best for evaluating CAM.

Part Two: Many graduate courses will have a research paper component. Your paper provides the opportunity to research a topic, use the scientific method to support your theories, gain experience constructing professional-level arguments and writing, and use the formatting common in scientific journals (e.g., APA).

TOX 501 Fundamentals of Toxicology and Safety in Botanical Medicine

3 credits

Prerequisites: RES 501, CHEM 501, or by special permission



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from the Admissions Committee.

Graduates of TOX 501 will be expected to demonstrate an advanced knowledge base of the principles of toxicology (the study of adverse effects from biologically active compounds) and the mechanisms and effects of herb-herb and herb-drug interactions as they apply to botanical studies. Graduates of this course will be expected to recognize, compare, and contrast the toxicology of specific plant constituents and essential oils, different types of adverse reactions, the incidence and relevance of idiosyncratic and allergic reactions to herbal products, and the influence of herbal quality on potential toxicity. Graduates of this course will be expected to demonstrate a practical understanding of the relative risks and benefits of commonly-used botanical substances, safety considerations for special populations, how to evaluate and relate herbal concentration and potency to appropriate dosing, and principles of quality control important to the production of unadulterated and authentic herbal preparations.

Graduates of this course will be expected to demonstrate the ability to locate and evaluate, and then compare and contrast knowledge from empirical use with data from current phytochemical, toxicological, and epidemiological studies and databases.

Students will be expected to employ concepts and theory to complete projects, practical experiments and labs, and to critically evaluate various concepts, approaches, methods, and issues in the field in relation to holistic remedies.

Students will also formulate an experiment to prove a hypothesis of their design, analyze their results and present them in a format recognized by the science communities.



College Policies

College Policies (in alphabetical order)

Academic Honesty

At ACHS, we strongly feel that meaningful learning only happens when there is honesty. Advancement of knowledge depends upon each student and instructor following the principles of academic honesty, respecting the integrity of each other's work, and acknowledging and safeguarding intellectual property. Academic honesty and integrity is key to honest communication, which is essential for learning. All students, instructors, and graduates of ACHS must abide by the Academic Honesty Policy. Failure to do so is grounds for disciplinary action, up to and including dismissal from the College.

Most Institutes of Higher Learning follow similar policies for academic honesty. Fundamentally, we expect all ACHS students to be completely honest. Each student must complete his or her own assignments and examinations. Evaluation is based on the merit of their own coursework. ACHS students shall not engage in any activity as outlined in this Academic Honesty Policy including, but not limited to, plagiarism, fabrication, falsification, cheating, and other academic misconduct.

Academic Dishonesty

Why Are We Concerned About Cheating?

Some schools are now using advanced technology to help prevent and catch cheating, including using digital photographs, digital fingerprints, keystroke dynamics, remote proctor observation, web cams, personality quizzes, and browser lockdown.

Our online classes likewise have several mechanisms in place that discourage cheating. Rather than policing our learners, however, at ACHS we consider developing the values of honesty and integrity to be one of our top priorities. Learning honesty and integrity is powerful and meaningful, with lifelong benefits. While working in the healthcare industry, our graduates will likely have access to private and privileged information, and showing honesty and integrity is crucial for professional success. We have therefore decided to proactively address the issue of academic honesty with more education, rather than more enforcement. This section is designed to educate our students about academic honesty and explain why it is an important keystone of quality education.



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The person most hurt by cheating is the cheater. Higher education is intended to be a higher, upward, and/or elevating learning experience, where a person is enlightened and leaves the institution with a new and healthier perspective. By cheating, a student robs him or herself of the heart of this experience. In other words, there can be no real or true academic enlightenment without honesty. Honesty is an integral part of learning just as tires are an integral part of a car, or just as the heart is an integral part of the human body. So it is with learning, meaningful education cannot exist with dishonesty. Moreover, we have a responsibility to the public to ensure that our graduates truly meet the rigorous and unique outcomes for each course. We take this obligation very seriously.

Accordingly, here at ACHS we offer many services for students who need additional help, including instructors and the ACHS Student Services team. One of the reasons we offer this scaffolding and support is so that students who need help can obtain it. This will hopefully reduce the temptation to cheat. We also design our courses to discourage cheating, using a range of assessments that are designed to engage and encourage adult learners.

Cheating can occur in several ways. To clarify, and to avoid breaching the Academic Honesty Policy:

- Each student must complete his or her own work, including all writing submissions, discussions, tests, and exams. No one else can complete work for an ACHS student.
- If an exam is closed book, a student cannot refer to any materials when completing that exam. This includes books, personal notes, and computer resources. A student completing a closed-book test or exam uses only his or her memory to complete the assessment.
- If an exam is open book, a student can refer to his or her own notes, assigned textbooks, or course materials.
- Students may not share the assessment questions before or after taking a test or exam. Students must not copy the exam questions or store them on their computer.
- Students may not submit the same assessment (e.g., research paper, literature review, case study, practical, discussion, etc.) for two or more courses without prior approval from their current instructor(s). Additionally, there must not be more than a 30% similarity between the new assignment and the original older assignment submitted earlier. Both the original paper and the new paper must be submitted together, so that the instructor can compare and assess how similar these two works are. If they are too similar, students will need to re-submit original work. It is, however,



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always better to complete unique and original work rather than re-using or recycling a past assignment. Students' learning experience will be richer and more fulfilling if they do this.

What is Plagiarism?

Plagiarism may be described as, but not limited to, the following:

The act of appropriating the literary composition of another author, or excerpts, ideas, or passages therefrom, and passing the material off as one's own creation. When one plagiarizes, he/she represents work or ideas that are truly not their own. Plagiarism is theft of another person's writings or ideas. Generally, it occurs when someone steals expressions from another author's composition and makes them appear to be his own work by not giving proper citation³⁷.

Plagiarism may be **intentional** (deliberately representing words, ideas, or data of another person as one's own without properly attributing through quotation, reference, or footnote) or **inadvertent** (inappropriate, but non-deliberate use of another's words, ideas, or data without proper attribution). A student is still held responsible if plagiarism is inadvertent, and will be dealt with accordingly. Education about what constitutes plagiarism, and how to avoid it, is freely available for all learners to access at any time during their education at ACHS.

Note, intentional plagiarism also includes submitting the same assessment (e.g., research paper, literature review, case study, practical, etc.) for two or more courses, even if the assessment (i.e., the original writing) is the student's own work. See the previous section above titled: *Why Are We Concerned About Cheating?*, as well as the section below titled: *What Is Original Work?*

Students who are unsure whether they are properly attributing should consult with their instructor and refer to the resources in their online classroom to obtain guidance.

Remember that if students paraphrase, which is putting another author's ideas into their own words, students must cite their work at the end of that

³⁷ *West's Encyclopedia of American Law*. Copyright © 1998 by The Gale Group, Inc. All rights reserved.



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sentence. If students quote an author directly, then they must include the exact words within “quotation marks,” followed by a citation of where they obtained the quote and what page it is from. Whether students choose to paraphrase or quote an author, ACHS looks for students to analyze their words and form their own ideas and opinions. Part of critical thinking involves reading the words of an expert, and then commenting on why they agree/disagree with that expert/author. For example, students could quote or paraphrase an expert’s opinion about a particular herb or plant, and then critically analyze that statement and use a phrase like “I agree with this author because . . .” or “I disagree with this author because . . .” This is one example of an effective writing style.

What is Original Work?

Students may not submit the same assessment for credit in two or more courses without prior approval from their current instructor(s). Submitting the same assessment for credit in two or more courses without prior approval is considered plagiarism. Therefore, students are expected to submit original work in all courses.

Original work is authored by the respective student, and is unique or new to the course for which it is being completed and submitted. Students may possibly re-work or revise an assessment/assignment that he or she has previously authored (i.e., use in part but not to exceed 30% of the originally authored work) only with prior approval of his or her current instructor(s). Both the original paper and the new paper must be submitted together, so that the instructor can compare and assess how similar these two works are. If they are too similar, the student will need to re-submit original work. However, the College highly recommends students complete 100% original work (e.g., research and writing) for every course assignment, in order to have the most meaningful learning experience. This helps facilitate the greatest learning of the course material, as well as encourages transfer of these skills to the real-life environment.

It is easy to understand why “original work” may be confusing at times. After all, isn’t all of work original to the student? This perspective, unfortunately, focuses on authorship of the work, and not on ethics and values (i.e., academic integrity, honesty) expected from all students. Grades should reflect receiving equitable credit for work submitted, not double credit (recycling, double dipping) the same work over and over. Therefore, multiple submissions of the same assessment are considered dishonest and unacceptable.



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If students have any questions about what constitutes original work, plagiarism, or original authorship/work, they should consult with their instructor and/or the Academic Dean for further clarification.

What are Examples of Plagiarism?

One can plagiarize unpublished as well as published material. Examples include:

- Verbatim copying of an original source without acknowledgment of that source (for example, copying and pasting an online course lecture into a blog or the student's own website—a small amount can be quoted for educational purposes, but the general rule is not more than 10%)
- Paraphrasing ideas from another without acknowledgment
- Borrowing words, ideas, or data from an original source and blending this original material without acknowledging the source, which gives the false impression that this is the student's research and that these are the student's ideas.
- Partial or incomplete attribution of words, ideas, or data from an original source

See examples at Princeton University:

<http://www.princeton.edu/pr/pub/integrity/pages/plagiarism.html>

At Brigham Young University-Idaho:

<http://www.byui.edu/studenthonor/academic%20honest.htm>

And a further explanation at the University of

Kentucky: <http://www.chem.uky.edu/Courses/common/plagiarism.html>

What is Fabrication?

Fabrication or Falsification is a form of dishonesty, where one invents or distorts the origin or content of information used as authority. Examples include:

- Citing a nonexistent source, or inventing data to support conclusions. As a real example, there have, unfortunately, been cases where researchers have used random-number generators to build their data set, instead of actually measuring participants or conducting a survey. This is a perfect example of inventing data, and is very dishonest and deceptive. What if data for a clinical drug trial had been invented and the student needed to take this drug, which is actually not effective and was approved with false data?



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- Citing information incorrectly from a source (for example, where that information is not included in the source or is stated differently in the source, or distorting meaning or application of data). This includes exaggerating claims or blowing them up (inflating results/ideas), as well as presenting results out of context
- Citing a source when it was not consulted nor cited in the body of the paper (for example, adding a long bibliography to a paper to make it seem well researched when those sources have not been consulted). If students list a source, then it must be somewhere in their paper as a paraphrased sentence that is properly cited, or a direct quote that is properly cited. Again, as mentioned in an earlier section (titled: What is Plagiarism?), ACHS recommends paraphrasing with citation rather than directly quoting an author.

The *New York Times* reporter Jayson Blair was a widely publicized example of this type of dishonesty. Another example, mentioned by NPR (National Public Radio), includes Germany's minister of defense who lost his employment and political status as a result of plagiarism—see “A Wave Of Plagiarism Cases Strikes German Politics” at:

<http://www.npr.org/2012/11/24/165790164/a-wave-of-plagiarism-cases-strikes-german-politics>

What is Cheating?

Cheating is a broad term, which includes, but is not limited to, a student attempting to give the appearance of a certain level of knowledge or skill, which has not actually been attained. Cheating also includes using inappropriate and unacknowledged materials, information, or study aids in any academic exercise. Examples of cheating include, but are not limited to:

- Using prohibited materials during a closed-book exam
- Collaborating on an examination or assignment without authorization
- Taking an examination or completing an assignment for another student, or permitting someone else to take an examination or to complete an assignment on the student's behalf

Other acts that would breach the Academic Honesty Policy include other intentionally committed, dishonest, or inappropriate acts. Examples include, but are not limited to:

- Inappropriately providing or receiving information or academic work so as to gain unfair advantage over others (such as selling or buying a copy of test questions before a test)



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- Conspiring to commit any act of academic dishonesty
- Attempting to gain an unfair academic advantage by bribery
- Changing or altering grades or other official educational records
- Continuing work on an examination after the allocated time has ended

Finally, it is important to remember that it is impossible to fully control and stop all forms of cheating. The best control, and the only real control, is self-control. Part of being a responsible, active, and engaged learner is self-control or self-discipline, and specifically disciplining oneself to be completely honest.

In 1948, a famous educator, Dr. Ernest M. Ligon, wrote the following timeless words:

In my community is being built a huge laboratory for atomic research. It will cost in its building and operation many millions of dollars. The amount spent today on character research is only a drop in the bucket compared to this. Scientists tell us there is no defense against the atomic bomb. Such is not the case; there is—character! Only character research can make the atomic bomb obsolete and guarantee that this atomic research laboratory shall be for man's happiness not man's destruction (149).

This excerpt was from his book about character education, *A Greater Generation*. The full reference is here:

Ligon, E.M. (1948). *A Greater Generation*. New York, NY: The Macmillan Company.

At ACHS, we likewise want to build men and women of character. Just as the only defense against the atomic bomb is character, so is the only defense against cheating. Character refers to the attributes of self-discipline, self-control, honesty, hard work, integrity and ethics.

Procedures for Handling Incidents of Academic Dishonesty: Consequences

If an instructor at ACHS suspects that a student has breached the Academic Honesty Policy, he or she is responsible to investigate the situation and take appropriate action. If academic dishonesty is suspected, the instructor will first seek to discuss the incident with the student to determine if the act was intentional.



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If the instructor believes the breach was unintentional, the first step is usually to contact the student and ask them to review the policy and resubmit his or her work.

If the instructor believes that the breach was intentional, he or she may give the student a failing grade for that assessment. Depending on the assessment, this may result in the student failing the course.

If the student does not comply with the instructor's requests to resubmit work, or if the act was particularly concerning, the instructor will refer the student to the Academic Dean. The Academic Dean will go over the Academic Honesty Policy with the student and discuss the best way to proceed. Usually the student will be asked to resubmit the work within a prescribed period. The issue may also be referred to the Academic Standards Committee, and the student may be put on Academic Probation. The breach of the policy will be noted in the student's file. Any student who has multiple breaches of the Academic Honesty Policy will be dismissed from the school.

For the purpose of tracking, suspected or proven violations of the Academic Honesty Policy should be reported to the Academic Dean including the student's name, description/sample of the incident, and action taken. If the occurrence is sufficiently blatant or if a pattern of dishonesty or misconduct is discovered, additional action may be taken on behalf of the College based upon the nature of the infraction.

If an affected student disagrees with the determination or action and is unable to resolve the matter to the mutual satisfaction of the student and the instructor, he/she may have it reviewed through the College's grievance process (detailed in this Program Catalog).

Reporting Dishonesty

Students can report dishonesty anonymously for investigation.

Access Policy

ACHS is committed to providing accessible programs to all students and makes reasonable accommodations for students with disabilities based on Americans with Disabilities Act (ADA) requirements. Students should notify their admissions advisor, or academic advisor if already enrolled, of any disability that may affect their studies at ACHS so that appropriate accommodations can be made.



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Our online platform exceeds the defined student requirements of Section 508, the U.S. Federal Accessibility Standard for electronic and information technology, to provide an accessible environment for disabled faculty to author course content. Through its state-of-the-art courseware and support services, our platform has broken new ground in addressing the needs of blind, deaf and mobility-impaired students learning online, as well as disabled faculty authoring online courses.

The ACHS online platform offers:

Accessibility

- Addresses the needs of blind, deaf and mobility-impaired students
- Accessible beyond disabled students learning online to also include disabled faculty authoring online courses
- “Chat” feature provides a text-based HTML choice to the Java applet

Usability

- Courseware features set designed to improve accessibility and integrate with leading assistive technologies such as JAWS and Window-Eyes
- Teamed up with members of the disabled community over three-year R&D effort to design and test courseware for usability

Support

- 24x7 Help Desk technicians are trained in the use of popular assistive technologies
- Course development consultants and instructional designers are trained to design, build, audit, and modify course content for accessibility
- Visually impaired staff to help identify and address issues

Availability

- Immediately available to all users with no additional purchase, upgrade or installation required

Attendance

On-campus courses: Students are required to attend at least 80% of the course to graduate. If students miss more than 20% of instruction time without explanation, they will be placed on Academic Probation.



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Online courses: Students are required to participate in weekly academic activities in the online classroom. Students who are not in attendance in an academically related activity for 14 consecutive days and do not provide official notification to ACHS of their intent to either continue in class or withdraw may be considered for administrative withdrawal.

Overall, students must complete 80% of the required assessment and pass the final exam before the final class end date. Students must receive at least 70% on the final exam and a 70% minimum average over all other assessments to be considered to have achieved the learning outcomes for the course.

Tardiness

On-campus Courses

The instructor keeps attendance. Students are considered tardy if they enter the class after the instructor takes attendance. After 30 minutes, it is considered an absence. If students leave class 30 minutes early, it is considered an absence. If students are tardy more than three times, it is considered an absence. If students are chronically late or absent more than 20% of the course, they will be placed on Academic Probation.

Due Dates

Keep on time with assessments (also referred to as assignments within the online classroom). Students who participate as a group and maintain the same pace as the rest of their cohort have been shown to achieve much higher levels of success in the course, as well as a more enriching educational experience.

We strongly encourage students to proceed through the course at a pace consistent with the module assessment due dates to ensure receiving the maximum benefit from the course content, the instructor, and their fellow students. This creates a more dynamic, engaging, and beneficial learning community.

While there may not be grading penalties for submitting assessments late, students may be compromising the quality of their education and ability to succeed in the class by doing so. Please note that students should check with each of their instructors regarding his or her policy on late submissions.

If for any reason students cannot meet a due date, or want to accelerate



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the pace of their program, they should **first** contact their instructor directly. Instructors will best be able to help students work out a completion plan based on their specific needs and keep them on track moving forward.

Make-up Work

If students do not complete an assessment on or by a set date because of illness or other serious problem, the instructor can permit them to complete the assessment or test by an alternate time, no later than two weeks after the last day of class.

Online Courses: Students are required to complete at least 80% of required assessments, including lab work, module exams, discussions, and final examinations, as applicable. Students are strongly advised to complete all assessments. Most assessments contribute to the final course grade (view the Syllabus for details), so failing to complete some tasks will reduce the final course grade. Students can view due dates for each module via the Course Checklist in each online classroom under the Course Home. For quick reference, students can view upcoming due dates in Upcoming Events located under Announcements on the right-hand side of the Course Home.

Students are required to notify their instructor if they will not be able to meet any deadline.

If students are not on pace with their course (i.e., behind on module due dates as listed in the course checklist), they will be contacted by their academic advisor to establish a plan to catch up in their studies.

If by the seventh week of class (sixth week for 101 courses), students are still behind in their studies, they will be placed on Academic Probation and may be administratively withdrawn if they don't make progress in their course within 14 days of notification.

On-campus intensives and study abroad courses: Students are required to attend and maintain a passing grade for at least 80% of the course to graduate. Where a student does not complete an assessment or exam on the set date because of illness or other serious problem, and where reasonable, the instructor may permit the student to complete the assignment or exam at an alternate time, but no later than two weeks after the last day of class.



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Campus Security

As an institution that specializes in online education, students do not attend class on campus and the institution is exempt from federal crime reporting requirements. However, ACHS takes the safety of its staff, faculty, volunteers, visitors and all other stakeholders visiting its campus very seriously.

Incident Reporting

A safe environment is everyone's responsibility. Students, faculty, and staff are encouraged to report all criminal acts, suspicious activities, or emergencies promptly and have the right to report these matters confidentially. Victims or witnesses to a crime are encouraged to file a report of the incident. Reports can be filed on a voluntary, confidential basis by contacting the Director of Operations. All reports will be stored in a secure location.

It is the policy of the College that all criminal acts or other emergencies be properly documented and reported to local authorities as required by law. Students, faculty and staff should promptly report all criminal actions and emergencies occurring on or around the College's facilities to the Director of Operations either in person or by calling (503) 244-0726. If the Director of Operations is not available, students may contact the President or Chief Institutional Officer at (503) 244-0726 and the Portland Police Department by dialing 911 or (503) 823-3333 for non-emergency issues.

All criminal activity is documented by the completion of an Incident Report and is reported to the local police and the Director of Operations. Criminal activity might include, but is not limited to, burglary, motor vehicle theft, aggravated assault, robbery, sexual offense, hate crimes, gender crimes or murder. The ACHS Incident Report is available in the ACHS FAQ Knowledgebase online at <http://faq.achs.edu/questions/749/ACHS+Incident+Reporting> and upon request from any ACHS office at (800) 487-8839 or in-person.

In the event of fire or medical emergencies, staff and employees should contact the Portland Police by dialing 911, and then notify any senior staff on-site.

Security and Access to College Facilities

It is the policy of the College that access to all campus facilities be limited to



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authorized personnel, students, and invited visitors. Visitors are subject to the College's policies and conduct codes as outlined in the ACHS Program Catalog, ACHS Employee Handbook, and ACHS Faculty Handbook as applicable, at all times. Students, faculty, and staff are responsible for the conduct of their guests at all times.

Campus staff members with security responsibilities include the President, Chief Institutional Officer, Director of Operations, and all authorized keyholders. In some combination, these persons are generally on campus Monday through Friday, from 8:30 a.m. until 5:30 p.m. Pacific time. Motion-sensor exterior lighting is located around the College facility.

Student, Staff & Faculty Drug and Alcohol Abuse Policies

In keeping with section 120(a) through (d) of The Higher Education Act of 1965, as amended, including the Drug-Free Schools and Communities Amendments of 1989 (Public Law 101-226), a "Drug Free Schools and Campuses" publication, the ACHS Drug & Alcohol Policy, is provided to all students, faculty and staff annually.

Pursuant to federal and state drug laws, students are prohibited from the unlawful manufacture, distribution, possession, sale or use of illicit/illegal drugs. Students, faculty or staff who violate this policy will be subject to disciplinary action up to, and including, expulsion from school or termination of teaching contract or employment as applicable. Please refer to the ACHS Student Drug and Alcohol Abuse Policy in this Program Catalog for more information.

Immediate Emergency Response and Evacuation Procedures

ACHS's emergency response and evacuation procedures are documented in the ACHS Employee Handbook for on-site staff and faculty.

Fire Evacuation Policy

ACHS's fire evacuation response procedures are documented in the ACHS Employee Handbook for on-site staff and faculty.

Change of Address

If a student moves, has a change in phone number or email address, or needs to have other personal details changed for any reason, he or she should contact Student Services immediately at (800) 487-8839 or email stuserv@achs.edu.



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In addition, if students are registered for any email lists, they will need to follow the instructions at the bottom of any email to update their email address, including in the MyACHS Connect student network (the ACHS Student Union and Activities Center) and the ACHS Yahoo discussion group.

IMPORTANT: It is imperative that you allocate one email address for your ACHS students and use this email exclusively for your electronic communications with the College, including the submission of any registration or other forms on the ACHS website.

Copyright and Use Policy

This program catalog, all ACHS textbooks and eTextbooks, lesson materials, curriculum, handbooks, and all other materials, whether online or printed, and the online platform and content, are subject to copyright and intellectual property protection. Unauthorized use is strictly prohibited and subject to disciplinary proceedings as described in the ACHS Code of Conduct policy, up to and including legal action.

Pursuant to the Higher Education Opportunity Act (HEOA) Section 485(a) (20 U.S.C. 1092(a)) (i), students are hereby notified that “unauthorized distribution of copyrighted material, including unauthorized peer-to-peer file sharing, may subject the students to civil and criminal liabilities.”

Copyright infringement is the act of exercising, without permission or legal authority, one or more of the exclusive rights granted to the copyright owner under section 106 of the Copyright Act (Title 17 of the United States Code). These rights include the right to reproduce or distribute a copyrighted work. In the file-sharing context, downloading or uploading substantial parts of a copyrighted work without authority constitutes an infringement.

Penalties for copyright infringement include civil and criminal penalties. In general, anyone found liable for civil copyright infringement may be ordered to pay either actual damages or “statutory” damages affixed at not less than \$750 and not more than \$30,000 per work infringed. For “willful” infringement, a court may award up to \$150,000 per work infringed. A court can, in its discretion, also assess costs and attorneys’ fees. For details, see Title 17, United States Code, Sections 504, 505.

Willful copyright infringement can also result in criminal penalties, including imprisonment of up to five years and fines of up to \$250,000 per offense.



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For more information, please see the website of the U.S. Copyright Office at <http://www.copyright.gov>.

Course Length

ACHS blends the support and learning advantages of a traditional semester schedule with the flexibility of online learning. ACHS courses are cohort-based: They start and end on specific dates and course due dates are set for each module. Start and end dates for each semester are in the Academic Calendar in this Catalog and online. Students can view module due dates within each online classroom.

Extensions

One extension may be granted to complete course work. Students must have a zero account balance to participate. The maximum extension available without charge is two weeks after the course completion date. The contract end date and maximum extension available is eight weeks after the course end date (four weeks for accelerated classes); additional fees will apply and is subject to approval.

Disciplinary Policy

ACHS students are expected to conduct themselves in an orderly manner and to follow all rules and policies. ACHS maintains the right to dismiss students for violation of college rules or for conduct that reflects unfavorably upon the reputation or operation of ACHS. A complete disciplinary policy is included in this Catalog.

Drug and Alcohol Use

ACHS is committed to providing a drug-free, healthful, and safe learning environment for students. In accordance with federal, state, and local law, the illegal use, abuse, possession, manufacture, sale, transfer, or distribution of drugs by students while on campus or at any ACHS-sponsored event is prohibited.

The possession or use of alcohol by students on campus is also prohibited except when approved for an ACHS-sponsored event. In such instances, alcohol may not be served to or consumed by any person who is under the age of 21 or any person who appears to be intoxicated.

In addition to penalties imposed under federal, state and local law, students



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who are alleged to have violated this policy will be subject to ACHS's Student Code of Conduct disciplinary actions as outlined in the ACHS Program Catalog up to and including expulsion and referral for prosecution. Students should consult their local authorities for information regarding criminal and civil penalties related to the use of illicit drugs or alcohol abuse.

Students with questions or concerns about substance dependency or abuse are encouraged to discuss these matters with their primary care physician or other local healthcare or mental health professional. Students experiencing instances of substance abuse are urged to seek assistance from local resources.

Annual Notice to Students

The ACHS Registrar's Office provides an annual distribution of information related to the ACHS Drug and Alcohol Use policies including:

- Prohibition of illegal use, abuse, possession, manufacture, sale, transfer or distribution of drugs by students while on campus or at any ACHS-sponsored event
- Possible legal sanctions under local, state, or federal law for the unlawful possession or distribution of illicit drugs and alcohol
- Health risks associated with the use of illicit drugs and the abuse of alcohol
- Information regarding resources for counseling, treatment, or rehabilitation services available to students
- Disciplinary sanctions for students that violate the ACHS Code of Conduct up to and including expulsion and referral for prosecution

This policy is reviewed biannually by the ACHS academic teams and Board of Directors.

Graduate Profiles

We profile successful graduates and their businesses or careers in the *ACHS Reporter* newsletter and on our website under *Alumni in Action*. If graduates are interested in having their profile included, they should email alumni@achs.edu. Profiled graduates must submit a bio and accompanying photo or logo. As a profiled graduate, graduates must be willing to provide contact information (such as an email address) for prospective students to contact them to discuss their experience.



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Military Deferral

ACHS understands that military students, veterans, or military spouses may face additional challenges in pursuing their education, and ACHS is committed to their success. If there is a change in a military student or spouse's military status, such as being called to active duty, he or she should first contact their academic advisor to discuss their studies. Students can contact their advisor at (800) 487-8839 or via email to stuserv@achs.edu.

ACHS will seek to find the best solution to help students in these situations to successfully complete their program. Options include:

- For students who will continue to have Internet access: Students may continue in their program as usual. If practical materials will not be available (i.e., herbs, essential oils, etc.) students may complete the projects or essays that do not require labs to receive full credit.
- For students who will not continue to have Internet access: Students may request a deferral of their current course(s) until their return, or until such time as they have Internet access, at no charge. The remainder of their program may also be placed on hold for the length of their documented service or deployment.
- For students who are required to withdraw from their program: Students shall receive non-punitive withdrawals in all courses.
- Any student required to withdraw due to being called to active duty shall be given priority in enrollment in the program of his or her choice upon return to the institution for the two semesters immediately following his or her discharge from active duty.
- The Academic Standards Committee has the discretion to waive or suspend any College policy or regulation that negatively impacts students in their withdrawal or subsequent readmission to the College due to a call to active duty service.

Non-Discrimination

American College of Healthcare Sciences is committed to equal opportunity and equal treatment for all qualified individuals. The College will not discriminate against any person because of age, gender, color, race, national origin, religion, marital status, disability, veteran status, sexual orientation, or any other class status protected by law.



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Program Length

Distance learning enables motivated adult learners to work at their own pace within the overall time frame for each course.

ACHS courses are cohort-based. They start and end on specific dates and assessment due dates are set for each module. The admissions advisor will inform each student of the start and end dates of his or her classes, and students can also find this information within their online student account (<https://myachs.com>). Students can view due dates for each module via the Course Checklist in each online classroom under the Course Home. For quick reference, students can view upcoming due dates in Upcoming Events located under Announcements on the right-hand side of the Course Home.

We strongly recommend that students work through the course according to the assessment due dates to enable students to gain the most from their course. Students should notify their instructor if they cannot meet any due date. Please note that students will be subject to administrative withdrawal if they do not maintain satisfactory academic progress (SAP) in their course(s) as outlined in this Program Catalog. Federal financial aid eligibility also requires that students maintain SAP.

Completion time for self-paced courses is determined by a student's **program start date**, regardless of how many courses he or she is taking. A student's expected completion date is available in the <http://myachs.com> student portal along with the student degree audit and progress to date. Students can also call or email Student Services at any time to verify their completion date.

If students fail to progress in the program and exceed the Maximum Time To Complete, they will be administratively withdrawn from the program. Refer to the Readmission and Reinstatement policies for more information about options after administrative withdrawal.

Extensions

One complimentary extension of up to two weeks may be granted for students to complete outstanding course work. Students must be in good financial standing to be eligible. Additional extensions may be available; fees will apply (view fee information online at <https://www.achs.edu/other-fees>),



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Program Transfer Policy

Students considering transferring programs are asked to speak with their academic advisor. All requests to transfer must be made by Academic Petition, which will be considered by the Academic Standards Committee. With this petition, applicants will also complete the ACHS Transfer Request Intake Assessment available online at <http://contact.achs.edu/course-or-program-transfer-form>

The Academic Standards Committee must approve all transfers. Students who drop a course as part of their transfer will have the refund policy applied to that course as set out in this Catalog. Note that students will pay the registration for the new program if the transfer is approved. Only one transfer per person will be permitted. No transfers to third parties are permitted.

Requirements for Completion

Requirements for completion vary for each course but may include completion of module exams, discussions, practical lab work, practical exercises, and final examinations. During each course, students can access their online Gradebook from within their online class. Students will receive an official grade report at the end of each course working toward the Degree.

Requirements for graduation are set out under “Graduation” in this catalog. Students must be in good academic and financial standing to graduate, with all fees paid. Diplomas feature an embossed seal and are signed by the President and Academic Dean.

Solicitation

In an effort to ensure a productive and harmonious College environment, students may not solicit or distribute literature by any means to other students for any commercial purpose.

ACHS recognizes that students may have interests in events and organizations outside the College and encourages students to submit events for posting on the College Event Calendar (email communications@achs.edu). Students may not directly solicit or distribute commercial literature by any means.



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Student Feedback

Students have the opportunity, and are expected as part of the higher education process, to provide feedback about ACHS courses, instructors, online services, and administrative staff in two surveys conducted for each course: One at the beginning of the course and an end-of-course evaluation. ACHS relies on this important student feedback as part of our continuous cycle of self-improvement. Students are also invited to submit any suggestions, comments, errata, or other feedback related to the courses by email to updates@achs.edu for the next course review.

ACHS's curriculum reflects current knowledge and practice. Effective procedures are used continuously to keep our programs and courses up-to-date and internal course and program reviews are conducted on a periodic basis with input from our eminent Advisory Council, faculty, and administrative team, along with subject matter experts.

Student Grievance Policy

ACHS takes complaints very seriously, and is committed to providing the best possible conditions for its students. Part of this commitment is encouraging an open and frank atmosphere in which any problem, complaint, suggestion, or question receives a timely response from ACHS supervisors and management. ACHS strives to ensure fair and honest treatment of all students. Students, employees, and faculty are expected to treat each other with mutual respect. Students are encouraged to offer positive and constructive criticism.

For information about ACHS's problem resolution procedures or to lodge a formal complaint, please visit <https://www.achs.edu/student-grievance-policy>.

Students are encouraged to attempt to resolve any issues with the appropriate ACHS Office before lodging a formal complaint. All ACHS departments may be reached at (800) 487-8839.

If the College's problem resolution procedures fail, students may contact the Office of Degree Authorization, 1500 Valley River Drive, Suite 100, Eugene, Oregon 97401, or call (800) 452-8807. Students may also contact the Accrediting Commission of the Distance Education and Training Council, 1601 18th Street, N.W., Washington, D.C. 20009, (202) 234-5100, <http://www.detc.org>.



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Out-of-state students can view a list of state office contacts online at <https://www.achs.edu/distance-learning-complaint-process-out-state-students>.

Student Records

The College maintains records for each student. Student records include the student's enrollment application and agreement, semester registration contract(s), any personal information necessary for the College's business, transcripts, comments, evaluations, letters of concern and appreciation, and records of any College action. College staff and the applicable regulatory agencies have access to student files for educational and business purposes. Third party access to student records is limited unless the student has provided written consent. Students have rights of inspection and correction of their records. Student information of a private, personal, or confidential nature that is provided to the College will only be disclosed in compliance within the Family Educational Rights and Privacy Act (FERPA). Information required for transcripts of all former students will be kept for at least 25 years from the date of termination of enrollment.

As an Institute of Higher Learning, the federal rules provided by FERPA govern student privacy.

FERPA requires that ACHS maintains the confidentiality of academic and personal records of each student. Directory information, including name, major field of study, dates of attendance, degrees, honors and awards received, and enrollment status may be released at the discretion of the Registrar. If a student does not wish any of this information to be released, he or she must notify the Registrar once each year in writing by the end of the second week of the term.

To ensure maximum safeguards of information contained in a student's personal record, ACHS will disclose information of a confidential nature only to the student, to a parent/guardian claiming that student as a dependent (as demonstrated through provision of a copy of the parent/guardian's most recent federal income tax return), or to a third party upon receipt of expressed written permission of the student. Students should complete the Authorized Agent form in the ACHS FAQ Knowledgebase online at <http://faq.achs.edu> if they wish to nominate an agent that will have full access to their student account and information.

FERPA does allow schools to disclose student records, without consent, to the following parties or under the following conditions (34 CFR § 99.31):



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- School officials with legitimate educational interest
- Other schools to which a student is transferring
- Specified officials for audit or evaluation purposes
- Appropriate parties in connection with financial aid to a student
- Organizations conducting certain studies for or on behalf of the school
- Accrediting organizations
- To comply with a judicial order or lawfully issued subpoena
- Appropriate officials in cases of health and safety emergencies
- State and local authorities, within a juvenile justice system, pursuant to specific state law

For more information about FERPA including what constitutes directory information, go to <http://www.ed.gov/policy/gen/guid/fpco/index.html>

ACHS requires that all documents containing sensitive information be encrypted prior to transmission. This can include using a secure file sharing system or sharing documents via PDF secured with a password.

FERPA and the Solomon Amendment

The Solomon Amendment is a federal law that allows military recruiters to access some address, biographical, and academic program information for students age 17 and older.

The Department of Education has determined the Solomon Amendment supersedes most elements of FERPA. An institution is therefore obligated to release data included in the list of “student recruiting information,” which may or may not match ACHS’s FERPA directory information list. However, if the student has submitted a request to ACHS’s Registrar’s Office to restrict the release of his/her directory information, then no information from the student’s education record will be released under the Solomon Amendment. For more information on directory information please see above.

Definition—“Student Recruitment Information” or “Solomon Information”

- Name
- Address (home and mailing)
- Telephone (home and mailing)
- Age (is not defined as directory information at ACHS)



College Policies

- Place of birth (is not defined as directory information at ACHS)
- Level of education
- Academic major
- Degrees received
- Educational institution in which the student was most recently enrolled

Procedure for Releasing Information to Military Recruiter

Under the Solomon Amendment, information will be released for military recruitment purposes only. The military recruiters may request student recruitment information once each term or semester for each of the 12 eligible units within the five branches of the service:

- Army: Army, Army Reserve, Army National Guard
- Navy: Navy, Navy Reserve
- Marine Corps: Marine Corps, Marine Corps Reserve
- Air Force: Air Force, Air Force Reserve, Air Force National Guard
- Coast Guard: Coast Guard, Coast Guard Reserve

The request should be submitted in writing on letterhead clearly identifying the unit of service requesting the student recruitment information. The request should specify whether the information needed is for the current or previous semester.

Authorized Agent

For students' convenience, they have the option to appoint an authorized agent. This allows ACHS to deal with the agent on the student's behalf, for example if he or she is sick, on vacation, or otherwise indisposed. Students may wish to appoint a parent, spouse, or friend, but should be sure to select someone they trust. ACHS may freely deal with this person as if he or she is the student. Students may assign an authorized agent or update their agent by submitting the ACHS Authorized Agent form available in the ACHS FAQ Knowledgebase online at <http://faq.achs.edu/questions/80/Authorized+Agents>

Please note that the ACHS Credit Card Authorization form completed by the cardholder when students use a third party credit card does not constitute an authorized agent.



College Policies

Use of Social Security Numbers

Collection of Social Security numbers may be required by federal regulation. ACHS may use the Social Security number for keeping records, research, and federal reporting. A student's Social Security number will be carefully protected and kept confidential at all times.

Change of Name

A certified copy of a court order, a marriage certificate, or a dissolution decree that includes a name change is required to support a request for a name change in ACHS records.

Student Rights and Code of Conduct

American College of Healthcare Sciences reserves the right to require the withdrawal of any student who fails to accept responsibility as evidenced by conduct, poor scholastic achievement, or failure to meet financial obligations to the College.

It is not possible to list all the forms of behavior that are considered unacceptable. The following are examples of infractions of rules of conduct that may result in disciplinary action up to and including dismissal from ACHS:

- All forms of dishonesty, including misrepresenting qualifications
- The use of offensive language
- Obstruction or disruption of College activities
- Theft or inappropriate removal or possession of property
- Falsification of records
- Possession, distribution, sale, transfer or use of alcohol or illegal drugs while on campus
- Fighting or threatening violence
- Boisterous or disruptive activity
- Negligence or improper conduct leading to damage of ACHS-owned property
- Disparaging ACHS, its activities, or employees to students, vendors, or the public
- Conviction of sex or violence-related offences
- Insubordination or other disrespectful conduct
- Unwillingness to work with another student



College Policies

- Violation of safety or health rules
- Smoking in prohibited areas
- Sexual or other unlawful or unwelcome harassment
- Possession of dangerous or unauthorized materials, such as explosives or firearms
- Unauthorized use of online course system or other ACHS-owned equipment or intellectual property
- Unsatisfactory performance or conduct
- Violation of the terms of any disciplinary action imposed by ACHS
- Unauthorized peer-to-peer file sharing
- Unauthorized distribution of copyrighted materials using the institution's information technology systems

Conduct on the ACHS Yahoo Discussion List

The ACHS Yahoo discussion list is a group created to foster community, discussion, and discourse, and is a resource on holistic health. Our goal is always to foster a frank and free discussion and to respect academic freedom; however, it may not be used to endorse or sell products, solicit students for other programs, share political views or the work of other students without their expressed permission, or other unrelated discussions.

Posts that are not directly related to holistic health or that may be inflammatory will be removed at the discretion of ACHS.

ACHS recognizes that students may have interests in events and organizations outside the College and are welcome to submit events for posting on the College Calendar (students can also post events to ACHS's Student Union and Activities Center, MyACHS Connect). Students may not solicit or distribute literature concerning these activities via email.

Key points for a successful discussion list experience:

- Use email rather than the discussion list if students want to send a personal message to the instructor regarding an exam item or curriculum-specific issues, or to contact another student; instructor may or may not be active on this list.
- Include a descriptive "Subject" heading as the first line.
- Use the Help Desk or contact ACHS for assistance with technical issues.
- Respect each other's ideas, feelings, and experience. If students



College Policies

disagree with someone's point of view, argue ideas rather than attacking individuals or groups. Derogatory statements about minorities, sexual identity, sexual orientation, professions, personal characters, practices, or beliefs, and individually aimed insults or threats that cause any participant to feel discomfort will not be tolerated.

- Explore disagreements and support assertions with data and evidence. Compose carefully reasoned comments. Introducing apparently contradictory information can be very helpful in exploring the topic. Try to always analyze what the student read and discuss why he or she agrees or disagrees with the author of the opposing view.
- Do not advertise. Commercial-type information is not permitted.
- Do not post copyrighted material. Instead, post URLs to Web content or cite reference information (title, publisher, etc.).
- Please do not use this discussion list to voice complaints or ideas for improvement for the course or College, as the appropriate staff may not see them. ACHS values student comments and feedback. Students should send suggestions for improvement to updates@achs.edu.

Withdrawal Policy

Students considering withdrawal should call their academic advisor before dropping a class so they can answer any questions and assist students with other options.

Students may withdraw from a course or program at any time before their original completion date. Students may request to withdraw in any manner.

Students withdrawing before the end of the 9th week of class for 16-week semesters or before the end of the 5th week of class for 8-week terms, will receive a pro-rated tuition refund calculated according to the Refund Policy. Depending on the date of withdrawal and the return of course materials as applicable, additional fees may be refundable (refer to the Tuition and Fees section of this catalog for the full Refund Policy).



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American College of Healthcare Sciences
5940 SW Hood Avenue, Portland, OR 97239
(800) 487-8839
(503) 244-0727 fax
achs@achs.edu email
www.achs.edu

As an ACHS student, you can:

- Earn an accredited certificate, diploma, or degree.
- Study with highly qualified instructors who work in the industry.
- Receive on-going support from your instructor and student services.
- Study with like-minded peers in a dynamic and lively online learning environment.
- Join your class from any computer, anywhere in the world, 24/7
- Access 24/7 technical support by telephone and email.
- Connect with our community of holistic health students.
- Learn well. Live well. Educate others.

What are you waiting for? Request information today at www.achs.edu or call one of our experienced admissions advisors at (800) 487-8839. We look forward to helping you live your passion and become one of our successful graduates!