

# ACHS

## Program Catalog 2025-26

*Academic Programs, Student Policies, and Resources*



# Leading the advancement of evidence-based, integrative health and wellness education through experiential online learning and sustainable practices.

American College of Healthcare Sciences (ACHS) has been educating industry-leading holistic health professionals since 1978. We are a world-renowned, accredited, fully online institute of higher education, offering certificate, diploma and degrees programs in Aromatherapy, Herbal Medicine, Holistic Nutrition, Integrative Health and Wellness Coaching, and Sustainable Business.

ACHS is accredited by the Distance Education Accrediting Commission (DEAC). The Distance Education Accrediting Commission is listed by the U.S. Department of Education as a recognized accrediting agency and recognized by the Council for Higher Education Accreditation (CHEA).

## Campus

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Portland, OR 97239

## Phone

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## Business Hours

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

## Campus Hours

Monday to Friday, 8:30 a.m.  
to 4:30 p.m. Pacific time

## ACHS.edu



# Table of Contents

Welcome to ACHS .....	10
ACHS Mission and Vision .....	10
ACHS Institutional Learning Goals .....	11
About ACHS .....	12
ACHS Contacts .....	12
ACHS Offerings .....	14
Professional State Licensing Requirements .....	14
Undergraduate Programs .....	14
Graduate Programs .....	15
Doctorate Program .....	16
Professional Skills Pathways .....	16
Micro-Credentials & Continuing Education .....	16
Course Numbering System .....	17
Why ACHS? .....	18
Flexible Structure Designed for Success .....	18
Online Resources .....	18
Personal Growth and Knowledge .....	19
The ACHS Student Body .....	19
Corporate Training & Group Discounts .....	19
Benefits of Studying with ACHS .....	20
Accreditation & Affiliations .....	23
Accreditation .....	23
State Authorization .....	23
Articulation Agreements .....	24
Continuing Education Approvals .....	24
Industry Recognition .....	24
Memberships .....	24
ACHS Governance .....	25

Ownership .....	25
Board of Directors .....	25
ACHS Program Advisory Councils.....	25
ACHS Leadership and Department Contacts.....	25
Admissions.....	34
Overview .....	34
General Procedures .....	34
Admissions Requirements for Undergraduate Students.....	37
Admissions Requirements for Graduate Students .....	38
What Happens After Applying for Admission?.....	39
Academic Advising.....	40
Transfer of Credit.....	40
Transfer of Credit to ACHS .....	40
Transfer of Credit to Other Institutions .....	42
NOTICE CONCERNING TRANSFERABILITY OF CREDITS AND CREDENTIALS EARNED AT OUR INSTITUTION.....	43
Tuition & Fees .....	44
ACHS Tuition .....	44
Course Materials .....	45
Textbooks.....	46
Online Materials, Library, and Resources Fee .....	46
Estimated Total Annual Expense .....	47
Projected Maximum Cost.....	47
Costs Not Covered by Tuition.....	47
Other Fees for Students with Special Circumstances .....	48
Tuition Payment Options .....	48
Payment Installment Plans at ACHS .....	49
Third-Party Billing Agreements.....	50
Third-Party Credit Cardholders .....	50
General Information Regarding Military Education Benefits .....	51
Select ACHS Programs are Approved for Veterans Funding .....	51

ACHS is Affiliated with DANTES.....	52
ACHS Refund Policy.....	52
Non-Refundable Consumed Fees.....	55
ACHS Refund Policy for Students Residing in California.....	56
Travel Programs (Study Abroad) .....	61
Late Disbursements & Overpayments.....	64
Undergraduate Programs of Study.....	66
Undergraduate Programs Offered .....	66
Associate of Applied Science in Integrative Health Sciences.....	68
Associate of Applied Science in Health and Wellness.....	72
Bachelor of Science in Holistic Nutrition .....	76
Bachelor of Science in Integrative Health Sciences.....	80
Certificate and Diploma Programs .....	84
Admission .....	84
Standards.....	84
Curriculum.....	85
Programs of Study.....	86
Certificate in Aromatherapy, Registered Aromatherapist (RA) .....	86
Certificate in Herbal Studies .....	87
Certificate in Holistic Nutrition Consulting .....	88
Certificate in Integrative Health and Fitness Training .....	89
Certificate in Natural Products Manufacturing.....	90
Certificate in Wellness Consulting .....	91
Diploma in Aromatherapy - Master Aromatherapist.....	93
Diploma in Herbal Studies - Master Herbalist.....	95
Diploma in Holistic Health Practice .....	96
Holistic Approaches to Mental Wellness Certificate in Aromatherapy, Herbal Medicine, and Nutrition.....	99
Nature's Remedies: Crafting Aromatherapy, Herbal, and Nutritional Solutions for a Healthier Family and Community Certificate .....	101
Undergraduate Course Descriptions .....	103
Graduate Programs of Study .....	127

Graduate Programs Offered.....	127
Master of Science in Aromatherapy .....	129
Master of Science in Health and Wellness.....	130
Master of Science in Herbal Medicine .....	133
Master of Science in Holistic Nutrition .....	134
Master of Science in Integrative Health Sciences.....	136
Doctor of Science in Integrative Health.....	139
Graduate Certificate Programs.....	142
Admission .....	142
Standards .....	142
Curriculum.....	143
Graduate Certificate in Aromatherapy.....	144
Graduate Certificate in Herbal Medicine .....	145
Graduate Certificate in Holistic Nutrition.....	146
Graduate Certificate in Integrative Health and Wellness .....	147
Graduate Certificate in Wellness Coaching .....	149
Graduate Course Descriptions.....	150
ACHS Student Services .....	173
Alumni Services .....	173
Library Services .....	175
Student Discounts.....	178
Student Grammarly Account .....	178
Student Housing and Counseling .....	179
Student ID Cards .....	179
Transcripts & Letters of Recommendation.....	179
College Policies (in alphabetical order) .....	181
Academic Calendar .....	181
Academic Credit.....	181
Academic Honesty .....	182
Access & Accommodations Policy .....	184
Assessment.....	184

Campus Security .....	186
Census Period .....	186
Challenge Exams .....	186
Change of Address .....	187
Commencement .....	188
Copyright and Use Policy .....	188
Course Length .....	189
Dean’s List .....	189
Disciplinary Policy .....	190
Drug and Alcohol Use .....	190
Dual Capstone Policy .....	192
Dual Program Enrollment Policy .....	192
Final Examination Process .....	193
Grading Policy .....	194
GPA & Pace of Completion Calculations .....	197
Course Incompletes – “I” Grade .....	198
Grade Appeals .....	200
Graduate Profiles .....	201
Graduation .....	202
Honor Society .....	203
Leave of Absence Policy .....	203
Military Deferral .....	205
Netiquette .....	206
Non-Discrimination .....	206
Petitioning for Deviation from Standard Program (Course Substitution) .....	206
Program Transfer Policy .....	207
Provisions for Undergraduate Student to Take Graduate-Level Courses .....	207
Readmission .....	208
Reinstatement .....	208
Requirements for Completion .....	209
Solicitation .....	209

Standards of Academic Progress (Satisfactory Academic Progress, SAP).....	210
Student Classifications .....	215
Student Feedback.....	216
Student Identity Verification .....	217
Student Grievance Policy .....	217
Student Records .....	218
Student Rights and Code of Conduct .....	222
Time to Complete .....	225
Withdrawal Policy.....	225
Questions? .....	226

# PLEASE NOTE:

**Policies and Schedules May Change:** 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 to tuition and fees, program requirements, 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 [achs.edu](https://achs.edu) for a current college calendar, application deadlines, and other up-to-date program and event information. Holiday hours can be found online at [achs.edu/contact](https://achs.edu/contact).

As a prospective student, you are encouraged to review this catalog prior to signing an enrollment agreement.

**Non-Discrimination/Anti-Harassment Policy Statement:** American College of Healthcare Sciences is committed to equal opportunity and equal treatment for all qualified individuals. The College does not discriminate nor will it tolerate discrimination against any person because of age, gender, gender-identity, color, race, national origin, religion, sex, sexual orientation, marital status, disability, veteran status, or any other class protected by law. The College will not tolerate anyone being subjected to harassment (including all forms of sexual harassment and sexual violence) under any program or activity of the College, regardless of whether such program or activity occurs on campus or off campus.

The following person has been designated to handle inquiries regarding the College's non-discrimination policies: ACHS Title IX Coordinator; office located at 5005 S. Macadam Avenue, Portland, Oregon 97239; 503.244.0726 or [TitleIX@achs.edu](mailto:TitleIX@achs.edu). For further information, you may contact the U.S. Department of Education's Office for Civil Rights, through its website [www2.ed.gov/about/offices/list/ocr/index.html](https://www2.ed.gov/about/offices/list/ocr/index.html) or by calling 1.800.421.3481.

**Materials for Educational Purposes Only:** ACHS course materials and any recommendations in them or made by professors or staff are provided for educational purposes only and are not intended to replace diagnoses and treatments by a licensed medical practitioner. ACHS offers the materials in good faith, believing them to be historically accurate as of the last revision date. Because the use of the materials by others is outside ACHS's control, however, ACHS does not guarantee the effectiveness

of this information nor assume any liability for the use or misuse of this information. ACHS certificates, diplomas, and degrees are not a license to practice medicine and do not entitle graduates to licensure. Graduates must not represent themselves as licensed medical practitioners nor claim to treat, diagnose, cure, or prescribe unless otherwise so licensed and must comply with all state regulations that may apply to their practice, including any required state registration.

Classes are conducted online and managed at the Main Campus at 5005 S. Macadam Avenue, Portland, OR 97239.

**Campus contact information:** 503.244.0726 or 800.487.8839, Fax: 503.244.0727, [achs@achs.edu](mailto:achs@achs.edu), and online at [achs.edu](http://achs.edu). Campus hours are Monday to Friday 8:30 a.m. to 4:30 p.m Pacific time.

**Business hours and office staff availability:** Monday through Friday, 8:30 a.m. to 5:30 p.m. Pacific time.

**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. Details about specific disclosures are provided below. Students can view additional disclosures at [achs.edu/consumer-disclosures](http://achs.edu/consumer-disclosures).

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# Welcome to ACHS

ACHS specializes in online, research-oriented integrative health education and is committed to making learning accessible and transformational. ACHS supports students from varied backgrounds and communities around the world, including healthcare professionals, military students, stay-at-home parents, and lifelong learners. ACHS's mission comes alive in the success of our graduates, the enthusiasm of students, and the passion of ACHS's staff and faculty.

ACHS's contributions to communities can be seen through outstanding graduates and alumni like [2025 Outstanding Graduate April C. Foster](#) and [2025 Famous Alumni Crystal Moore-Stevens](#) and through the institution's commitment to sustainability and stewardship. ACHS is proud to be a Certified B Corporation®, People and Planet First Verified, and among the Top 100 Best Green Workplaces in Oregon. Learn more about ACHS's industry recognition online at [achs.edu/about-us/achs-industry-recognitions/](https://achs.edu/about-us/achs-industry-recognitions/).

## ACHS Mission and Vision

### Mission

To lead the advancement of evidence-based, integrative health and wellness education through experiential online learning and sustainable practices.

### Vision

Integrative health and wellness education is accessible to global communities, promoting sustainable and healthy futures for all.

### 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.

### ACHS Values and Beliefs

#### Commitment to Students

We develop long-lasting relationships with our students to help them thrive.

## **Globally Minded**

As citizens of the world we foster opportunities to change the world for the better.

## **Principled Leadership**

We shape a better future by making value based decisions.

## **Empowerment**

We are committed to developing every student's individual talents and capabilities.

## **Culture of Giving**

We give back and invest in our communities.

## **Global Perspectives**

We believe embracing global perspectives and sharing knowledge expands our awareness and understanding and promotes community wellness.

## **Integrity**

We believe a whole, integrated being is a result of practiced self-care, stillness and kindness and that wellness is a result of consistent behavior.

# **ACHS Institutional Learning Goals**

ACHS's Institutional Learning Goals represent intended accomplishments of the College and its students. They closely relate to program goals and course learning outcomes which represent what students should learn in a specific course and upon completion of their program.

ACHS's institution-wide learning goals, undergraduate institutional learning goals, and graduate institutional learning goals can be viewed online at [achs.edu/about-us/mission-vision-and-institutional-learning-outcomes/](https://achs.edu/about-us/mission-vision-and-institutional-learning-outcomes/). Individual course and program learning goals can be found on the ACHS website under each program and course description. View Academics online at [achs.edu/academics/](https://achs.edu/academics/).

# 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 at [achs.edu/about-us](https://achs.edu/about-us).

With each new year, 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.

We welcome graduates, students, prospective students, and visitors anytime during regular business hours. View directions to our Portland campus at [achs.edu/about/achs-campus-tour](https://achs.edu/about/achs-campus-tour).

## ACHS Contacts

Following is a contact list for key administrative staff and College departments.

All ACHS staff may be reached at 800.487.8839 (toll free) or 503.244.0726 (local) during normal business hours of Monday through Friday, 8:30 a.m. to 5:30 p.m., Pacific time.

The key administrators listed below represent the line of authority at ACHS:

- Dorene Petersen, Founding President [founder@achs.edu](mailto:founder@achs.edu)
- Tracey Abell, President [president@achs.edu](mailto:president@achs.edu)
- Dr. Tiffany Rodriguez, Chief Academic Officer [academicdean@achs.edu](mailto:academicdean@achs.edu)
- Dr. Melissa McMahon, Chief Financial Officer, [cfo@achs.edu](mailto:cfo@achs.edu)
- Ilana Rose Frigaard, Chief Operating Officer, [coo@achs.edu](mailto:coo@achs.edu)
- Kate Harmon, VP of Institutional Strategy & Global Impact [kateharmon@achs.edu](mailto:kateharmon@achs.edu)

College Departments:

- Admissions: [admissions@achs.edu](mailto:admissions@achs.edu)
- Apothecary Shoppe College Store: [apothecary@achs.edu](mailto:apothecary@achs.edu)
- Business Office: [businessoffice@achs.edu](mailto:businessoffice@achs.edu)
- Center for Excellence in Teaching, Technology, and Assessment: [cetta@achs.edu](mailto:cetta@achs.edu)
- ACHS Faculty: [faculty@achs.edu](mailto:faculty@achs.edu)
- Financial Aid: [financialaid@achs.edu](mailto:financialaid@achs.edu)

- Registrar's Office: [registrar@achs.edu](mailto:registrar@achs.edu)
- Student Services: [stuserv@achs.edu](mailto:stuserv@achs.edu)

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

- Email is not infallible and may be delayed or fail to reach its intended destination. Students with an urgent question should call ACHS during College hours—Monday through 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 number of emails we receive. ACHS staff work to respond to all emails within 48 hours during Monday to Friday. If students have not received a response within 48 hours, they should call ACHS at 800.487.8839. ACHS will never ignore emails. Please note a question may also take longer to research, and generally ACHS will advise that a student's email was received with an estimated response time.
- Student emails are archived with student records.
- Please follow standard "netiquette" guidelines when writing emails. There are detailed guidelines online in the ACHS Student Center.

The following email addresses and phone numbers ensure that students receive the fastest possible reply:

- For Student Services, including questions about policies, exam procedures, or other student inquiries: email [stuserv@achs.edu](mailto:stuserv@achs.edu)
- For all account information, graduation questions, course materials, and payment details: email [registrar@achs.edu](mailto:registrar@achs.edu). Never send credit card numbers via email as email is not secure.
- To make a payment, please visit [portal.achs.edu/](http://portal.achs.edu/) or call the Business Office at 800.487.8839.

For questions about studies or assessments, please email ACHS faculty directly.

- For help with online Canvas classrooms: call 844.889.5681.
- For all other inquiries: email [achs@achs.edu](mailto:achs@achs.edu)

# ACHS Offerings

## Professional State Licensing Requirements

ACHS prepares students to apply their integrative health and wellness education in roles across the integrative health and wellness industry. ACHS's programs are aligned with professional standards and credentialing requirements established by industry-recognized organizations such as the Alliance of International Aromatherapists, American Herbalists Guild, American Nutrition Association, National Association for Holistic Aromatherapy, and the National Association of Nutrition Professionals, among others.

Completing an education in health and wellness and achieving industry-recognized professional credentials may lead to professional pathways, including roles in education, consulting, wellness coaching, and natural product formulation and manufacturing, for example. For information regarding professional credentialing, please visit the ACHS [Professional Examinations hub](#).

While optional state licensing opportunities may be available to students who achieve professional credentials, licensure is not required for employment in the fields for which ACHS provides training when practicing within the state's approved scope of practice. ACHS programs are not designed to meet educational requirements for a specific state license or certification or to qualify a student to sit for a specific state exam in any state or jurisdiction. ACHS graduates may not claim to treat, diagnose, cure, or prescribe, unless otherwise licensed to do so. Learn more online at [achs.edu/state-licensing-requirements](https://achs.edu/state-licensing-requirements).

## Undergraduate Programs

ACHS offers undergraduate certificate, diploma, and degree programs including associate and bachelor degrees. ACHS online undergraduate programs offer practical hands-on learning that allow one to explore the various holistic health modalities in depth that we teach!

Undergraduate programs are for students with a minimum of a high school diploma or state-approved equivalency. Get started on building your professional pathway with ACHS's undergraduate health and wellness programs.

## Undergraduate General Education Courses

General education courses are designed to give students foundational skills necessary to be a productive member of society and a successful professional. General education courses focus on a broad set of skills such as writing, critical thinking, problem-solving, effective communication, and working with teams, as well as a wide variety of subject areas such as history, quantitative reasoning, philosophy, ethics, and humanities. These foundational skills help students think critically about the world around them, communicate effectively, and define their evolving place in the world. General education courses are typically outside of the student's concentration or major. View general education courses online at [achs.edu/academics/general-education](https://achs.edu/academics/general-education).

### General Education Learning Outcomes

- Demonstrate effective oral and written communication skills by clearly expressing ideas, arguments, and information to diverse audiences in academic and professional contexts.
- Critically evaluate evidence to develop well-supported interpretations grounded in reliability and relevance.
- Collaborate respectfully and productively with individuals from varied backgrounds to achieve shared academic or project goals.
- Apply interdisciplinary perspectives to understand human wellness and promote balanced, sustainable lifestyles.
- Utilize digital tools ethically and effectively to research, communicate, and solve problems.
- Articulate clear career goals and strategies by leveraging individual strengths, education, and interests to plan for both professional and personal success.

## Graduate Programs

ACHS offers graduate certificate and master degree programs. ACHS online graduate programs offer current, up to date research and science-based curriculum for those interested in expanding their professional pathway, making a career change or adding to current professional credentials! Graduate programs are generally for students who have already earned a bachelors degree or higher from an accredited institution.

# Doctorate Program

The ACHS Doctor of Science in Integrative Health (DSc) degree is designed for health and wellness professionals who want to make a difference in their communities and help reshape how healthcare works. This online degree is ideal for practitioners, educators, healthcare professionals, and others with a drive to help others and contribute to research in the field. The DSc degree includes core requirements and opportunities to specialize in the areas of functional nutrition, aromatherapy, and herbal medicine or complete an interdisciplinary degree.

## Professional Skills Pathways

ACHS's student body brings together students from around the world with different experience, knowledge, and academic and career goals that all contribute to engaging discussion and expanded learning. Many ACHS programs include options to select electives and tailor training to students' specialized areas of interest. In applicable programs, students may also select Professional Skills Pathways. These Pathways weave a curated set of electives into every Integrative Health degree, with the opportunity to focus on one of three high-impact skill areas: Botanicals, Nutrition, or Wellness Coaching. Pathways lead to more advanced skills as students progress in their education—Foundations in the Associate program, Applied Skills in the Bachelor's, and Advanced Practice in the Master's—so students continually deepen their expertise as they move through studies. On successful completion, students earn a LinkedIn-compatible digital badge, ideal for showcasing their specialty on résumés, personal websites, and professional profiles. Note, prerequisites may apply for courses in pathways. View each program in this catalog or visit [achs.edu/achs-academics](https://achs.edu/achs-academics) for more information.

## Micro-Credentials & Continuing Education

ACHS offers micro-credentials and professional development (these may also be called continuing education or CE) opportunities. Micro-credentials are a formalized way to validate skills and develop workplace capabilities that enhance employability and career progression. Micro-credentials also offer an affordable way to demonstrate expertise following a shorter, specialized training. Professional development courses are short, often on-demand courses that are approved for continuing education hours for massage therapists, Registered Aromatherapists (RAs™), Registered Herbalists (RH), registered nurses, pharmacists, naturopaths, and veterinarians. These offerings do not award credit towards certificates, diplomas, or degrees. View offerings online at [achs.edu/academics/departments/microcredentials/](https://achs.edu/academics/departments/microcredentials/).

# Course Numbering System

ACHS uses the following course numbering system:

- 100-199 Freshman
- 200-299 Sophomore
- 300-399 Junior
- 400-499 Senior
- 500-599 Graduate level
- 600-700 Doctorate level.
- CE: Continuing education credits. Note: CE credits do not award credit toward a certificate, diploma or degree.

# Why ACHS?

ACHS is recognized as an industry leader in holistic health education worldwide. ACHS's holistic programs, highly qualified faculty, global student body, and commitment to exceptional online education make ACHS a great choice for an accredited holistic health and wellness education.

As an institution specializing in online education, all ACHS courses are designed with student success in mind. At ACHS, students complete their studies through a rich, interactive, dynamic online classrooms that provide easy-to-use, content-rich online courses, interactive online materials, an Instructor's Virtual Office, online lectures, access to the latest updated course materials and research, online assessments, and much more through ACHS's Canvas Learning Management System (referred to as "Canvas" in this catalog). Through Canvas, students collaborate and share with their fellow students and professors.

## Flexible Structure Designed for Success

Experience the best of both worlds with ACHS's flexible yet structured cohort class schedules! Students are part of a dynamic group of peers, who share a passion for learning, curiosity about the world, and a commitment to helping others. ACHS's programs offer ultimate flexibility, allowing students to set their own study hours without missing a beat within weekly coursework deadlines.

This means students can work at their own pace, while still being part of a supportive and engaging community of learners. ACHS's semi-structured framework has been carefully designed to give students a distinct learning advantage over other programs. With cohort class schedules, students study, learn, assimilate, and apply knowledge in ways that fit their unique learning style.

## Online Resources

ACHS provides students with virtual access to classes, grade and transcript information, and other support resources, including:

- **Online Student Information Portal:** Access grades, degree audit, and personal information at [portal.achs.edu](https://portal.achs.edu).
- **Canvas Learning Management System:** Access at [achs.edu/achs-student-login](https://achs.edu/achs-student-login). Interactive virtual classrooms are used and required for all ACHS online courses.

Students use Canvas online classrooms to access course content, required reading, and collaboration with faculty and fellow classmates.

- **ACHS Library Launchpad:** The ACHS Library Launchpad contains can be accessed directly in each online classroom and through the online ACHS Student Center. ACHS provides students and graduates with access to several subscription-only integrative health and research databases.
- **Professional Information:** Access the ACHS Career Center, Jobs Board, and resources including resume tips at [achs.edu/studentservices/career-center](https://achs.edu/studentservices/career-center).

## Technology & System Requirements

ACHS employs a variety of services and software to support our students' learning journeys. Please review the basic requirements students need at the time of enrollment and throughout their studies to be successful online at [achs.edu/student-services/technology-requirements](https://achs.edu/student-services/technology-requirements).

## Personal Growth and Knowledge

Students can take ACHS courses to extend their knowledge and self-awareness for their own health, enjoyment, and development or to give them and their 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. ACHS studies are immediately applicable to anyone's 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 students from varied backgrounds and a 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.

## Corporate Training & Group Discounts

Employers worldwide face unprecedented challenges in recruiting, retaining, and upskilling their employees. In addition, employers in the wellness sector are in need of trained, experienced wellness professional who can upskill quickly in emerging markets; consumers prefer to support businesses with knowledgeable staff. ACHS recognizes the critical role that higher education institutions can play in addressing these challenges by offering flexible, industry-aligned educational programs. All

ACHS programs are suitable for staff training. Through ACHS's partnership programs, custom packages can also be developed for organizational training needs. Organizations may qualify for group training rates and other benefits to promote employee wellness. Learn more about partnership programs and request information at [achs.edu/academics/corporate-training-wellness-programs/](https://achs.edu/academics/corporate-training-wellness-programs/).

## Benefits of Studying with ACHS

### Flexibility

ACHS offers fully online programs that combine the structure of guided weekly schedules with the flexibility to learn from anywhere. Courses follow a supportive, semester-based format with interactive virtual classrooms. New student cohorts begin throughout the year, and classes often fill in advance. Prospective students are encouraged to apply early to secure their preferred schedule. Admissions advisors assist each student in selecting the program and study plan that best aligns with their goals, lifestyle, and commitments. For details, review the Admissions section or contact Admissions at [admissions@achs.edu](mailto:admissions@achs.edu).

### Practical Work Experience

We encourage all ACHS students to seek related mentorship and work opportunities, and we notify students of current openings and upcoming possibilities. The Registrar's Office can provide transcripts and letters of recommendation for students and graduates in good standing upon request. Contact Career Services to learn more at [careercenter@achs.edu](mailto:careercenter@achs.edu).

### Community Wellness

Educational community wellness webinars are offered to community members. Webinars feature faculty and visiting experts and are open to the public; many events are free. Visit [achs.edu/events/](https://achs.edu/events/).

### Course Packs

In addition to the rich interactive content in ACHS's online classrooms—which may include lectures, online eTextbooks, access to relevant articles and research papers, professor updates, and links to relevant websites and events—students also receive a comprehensive array of educational materials as part of their course pack. Depending on the course, course packs may include practical study kits of certified organic, pesticide-free, and sustainably-produced botanicals, essential oils, and other practical lab supplies. All ACHS-published textbooks are provided as eTextbooks—sustainable,

easy-to-search, full-color downloadable textbooks; an optional printed copy is also available for an additional charge. Course pack fees also include the Online Materials, Library, and Resources fee.

ACHS ensures the wide array of educational materials provided meet the highest standards and uses only the most reputable education publishers and organic suppliers of raw materials. Learn more about ACHS's Quality Promise at [apothecary-shoppe.com/pages/the-quality-promise](https://apothecary-shoppe.com/pages/the-quality-promise). Courses and course pack materials are reviewed by industry leaders and subject specialists and are endorsed by the leading associations in each field of study.

## Support

Admissions advisors are here to help applicants get started at ACHS. They will assist with the admissions process and present the application to the Admissions Committee for consideration. College administrative staff are also available to answer any questions, help with billing inquiries, and ensure that every student's learning experience is enjoyable and rewarding. Once accepted for admission and registered for courses, ACHS faculty and student services advisors are available to students online and by email, telephone, text, virtual conference, or mail to provide support. ACHS also offers 24/7/365 technical support for online classroom support. Everyone at ACHS is committed to student success.

## Social and Environmental Responsibility at ACHS

Maintaining the health and vitality of our world is the everyday responsibility of everyday people. ACHS is committed to promoting sustainability through the education we offer and our ongoing campus and student initiatives. We believe that we can all have an impact on our communities through small, local initiatives that each of us can commit to, promote, and educate about.

ACHS also seeks independent assessment of its sustainability initiatives and environmental stewardship programs. Highlights of our achievements include:

- Certified B Corporation® - [achs.edu/b-corp-certification/](https://achs.edu/b-corp-certification/)
- ACHS is a People and Planet First Verified Organization - [verified.peopleandplanetfirst.org/directory/americancollegeofhealthcaresciences](https://verified.peopleandplanetfirst.org/directory/americancollegeofhealthcaresciences)
- ACHS and the Apothecary Shoppe College Store are Certified Organic by Oregon Tilth - [apothecary-shoppe.com/pages/the-quality-promise](https://apothecary-shoppe.com/pages/the-quality-promise)

Learn more about ACHS's Green Campus and community sustainability initiatives including ACHS's recognition as a Top 100 Green Workplace by Oregon Business magazine at [achs.edu/achs-green-campus/](https://achs.edu/achs-green-campus/).

## **Apothecary Shoppe College Store**

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 at [achs.edu/academics/](https://achs.edu/academics/).

The Apothecary Shoppe is an Oregon Tilth Certified Organic facility and is open to ACHS students, graduates, and the public. The Apothecary Shoppe 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. ACHS and the Apothecary Shoppe prioritize environmental stewardship and donates 2% of essential oil sales annually to support soil to oil global sustainability initiatives.

Learn more at [achs.edu/news/achs-helps-nepalese-essential-oil-producers-turn-oil-water](https://achs.edu/news/achs-helps-nepalese-essential-oil-producers-turn-oil-water). Shop online at [apothecary-shoppe.com](https://apothecary-shoppe.com).

# Accreditation & Affiliations

## Accreditation

American College of Healthcare Sciences is accredited by the Distance Education Accrediting Commission (DEAC), 1101 17th Street NW, Suite 808, Washington, DC, 20036, 202.234.5100, [deac.org](http://deac.org). The Distance Education Accrediting Commission is listed by the U.S. Department of Education as a recognized accrediting agency and recognized by the Council for Higher Education Accreditation (CHEA). ACHS is re-accredited through a rigorous review process every five years.

Students can feel confident in choosing ACHS for their holistic health education. Our programs and administration have been rigorously evaluated and found to meet accreditation standards and align with professional industry standards. ACHS is one of the only accredited colleges offering a master degree program in aromatherapy and offers among the few accredited and fully online integrative health and wellness degrees in the U.S. For more information about DEAC and our accreditation, please visit [achs.edu/about-us/accreditation-and-state-authorization/](http://achs.edu/about-us/accreditation-and-state-authorization/).

## 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, 3225 25th Street SE, Salem, OR 97302.

ACHS is a member of the State Authorization Reciprocity Agreement (SARA) and is authorized to provide distance education to students in any SARA member state. ACHS also remains in compliance with federal and state regulations that govern the offering of online programs in non-SARA states and territories.

For students who reside in California: Any questions a student may have regarding this catalog that have not been satisfactorily answered by the institution may be directed to the Bureau for Private Postsecondary Education at P.O. Box 980818, West Sacramento, CA 95798-0818, [bppe.ca.gov](http://bppe.ca.gov), Email: [bppe@dca.ca.gov](mailto:bppe@dca.ca.gov), Phone: (888) 370-7589, Fax: 916.263.1897.

Regulations vary by state. Students are required to review regulatory information and professional licensing requirements in their state of residence prior to enrollment.

Comprehensive information about ACHS's state authorization status across the U.S. and its territories can be found at [achs.edu/about-us/accreditation-state-authorization](https://achs.edu/about-us/accreditation-state-authorization) and students review state licensing disclosures prior to enrollment.

## Articulation Agreements

Articulation agreements are established to help students make a smooth transition between colleges and programs without duplicating coursework. Articulation agreements may help students save time and money when transferring from one institution to another. Articulation agreements may also facilitate the review and approval of prerequisite requirements for admissions to select programs.

ACHS's goal is to create pathways for students to successfully transfer between institutions and maximize credits toward their academic degrees. To that end, ACHS has entered into several articulation agreements to assist our students in pursuing their field of study or transferring to another institution after they complete their program.

Learn more about ACHS's articulation agreements at [achs.edu/admissions/articulations-agreements/](https://achs.edu/admissions/articulations-agreements/).

## Continuing Education Approvals

Information about ACHS's continuing education approvals and on-demand course offerings is available online at [learn.achs.edu/](https://learn.achs.edu/).

View ACHS's continuing education approvals at [achs.edu/ce-approvals](https://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 at [achs.edu/about-us/achs-industry-recognitions/](https://achs.edu/about-us/achs-industry-recognitions/).

## Memberships

ACHS is a member of many industry and professional organizations. View more information about ACHS's memberships at [achs.edu/about-us/achs-industry-recognitions/](https://achs.edu/about-us/achs-industry-recognitions/).

# ACHS Governance

## Ownership

ACHS is a 100% privately held corporation under the legal name American College of Healthcare Sciences, Inc.

## Board of Directors

Full biographical information for all directors is available at [achs.edu/achs-board-directors](https://achs.edu/achs-board-directors):

- Wanda Nitsch, PT, PhD, Board Chair
- Dorene Petersen, BA, Dip.NT, Dip.Acu, RH (AHG), ACHS Founding President
- Stacy Conrad, BBA, MS, CPA, Public Member
- Clyde B. Jensen, PhD, Public Member

## ACHS Program Advisory Councils

ACHS program advisory councils (PACs) consist of experienced integrative health and wellness professionals including practitioners, employers, and educators. View PAC members online at [achs.edu/about-us/achs-governance](https://achs.edu/about-us/achs-governance).

## ACHS Leadership and Department Contacts

ACHS's executive and academic leadership teams include professionals from across the sector with leadership, academic, and administrative experience.

### Executive Leadership

- Dorene Petersen, BA, Dip.NT, Dip.Acu, RH (AHG), Founding President, [founder@achs.edu](mailto:founder@achs.edu)
- Tracey Abell, BS, MS, President and CEO, [president@achs.edu](mailto:president@achs.edu)
- Kate Harmon, VP of Institutional Strategy & Global Impact, [kateharmon@achs.edu](mailto:kateharmon@achs.edu)
- Melissa McMahon, BBA, MS, Chief Financial Officer, [cfo@achs.edu](mailto:cfo@achs.edu)
- Tiffany Rodriguez, BS, PhD, Chief Academic Officer, [academicdean@achs.edu](mailto:academicdean@achs.edu)
- Ilana Rose Frigaard, Chief Operating Officer, [coo@achs.edu](mailto:coo@achs.edu)

## Academic Leadership

- Lori Holdren, BS, MA, PhD, Dean of General Education, [loriholdren@achs.edu](mailto:loriholdren@achs.edu)
- Amanda Lattin, MA, MAT, Dip.Aroma., MH, RA, Dean of Aromatherapy, [amandalattin@achs.edu](mailto:amandalattin@achs.edu)
- Patricia Kaufman, PhD, LDN, CNS, MS, MBA, Dean of Integrative Health and Nutrition, [patriciakaufman@achs.edu](mailto:patriciakaufman@achs.edu)
- Judith Thompson, ND, Dean of Herbal Medicine [judiththompson@achs.edu](mailto:judiththompson@achs.edu)
- Ashley Chou, BS, MLS, EdD, Dean of Institutional Effectiveness and Library Services, [ashleychou@achs.edu](mailto:ashleychou@achs.edu)

## ACHS Faculty

### About ACHS 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. Professors 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 program deans and the chief academic officer.

Full biographical information for all faculty is available at [achs.edu/about-us/faculty-staff/](https://achs.edu/about-us/faculty-staff/). Faculty join the ACHS team throughout the year and are added to this Program Catalog annually. Please refer to the online faculty listings for the most current faculty roster.

### Faculty Office Hours

Students may contact their professors at any time via their Canvas course site and the Professor's Inbox (Canvas email), Virtual Office, discussion boards, course announcements, or other interactive course components. ACHS expects faculty to respond to students within 24 to 48 hours. ACHS faculty are expected to check their online classroom for messages, assignments, and discussion comments six days a week. Students may call, write, fax, or email professors, ACHS, or the President at any time. ACHS faculty may also post specific hours they are online or in the online classroom.

## Faculty Roster (Organized Alphabetically)

### Torey Browne, BA, MA (General Education)

- Bachelor of Arts in Human Communications, Marylhurst University
- Master of Arts in Interdisciplinary Studies, Marylhurst University

### Jerry Cronin, BS, DC (Integrative Health and Nutrition)

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

### Lupin Demuth, BS, ND (Herbal Medicine)

- Doctor of Naturopathic Medicine, National University of Natural Medicine
- Bachelor of Science, Evergreen State College

### Cara Downing, BFA, MS (Integrative Health and Nutrition)

- Bachelor of Fine Arts in Musical Theatre, Western Illinois University
- Master of Science in Health and Wellness, American College of Healthcare Sciences

### Dana Dragone BS, MS, DCN (Aromatherapy)

- Bachelor of Science in Dietetics, University of Vermont
- Master of Science in Human Nutrition, West Virginia University
- Doctor of Clinical Nutrition, Maryland University of Integrative Health

### Svitlana Dzyubak, BS, PhD, (General Education)

- Bachelor of Science in Pharmacy, Kharkiv Institute of Pharmacy
- Doctor of Pharmacy, Higher Attestation Commission

### Paz Etcheverry, BS, MS, PhD (Integrative Health and Nutrition)

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

### Jimmy Godard, BS, MS, MBA, DM (General Education)

- Bachelor of Science in Computer Science, Saint-Thomas University
- Master of Science in Computer Information Systems, University of Phoenix
- Master of Business Administration, Marylhurst University
- Doctor of Management, Organizational Leadership, University of Phoenix

### Deryl Gulliford, BS, MS (Integrative Health and Nutrition)

- 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, NBC-HWC (Integrative Health and Nutrition)

- Bachelor of Science in Sports Management, California University of Pennsylvania
- Master of Science in Complementary Alternative Medicine, American College of Healthcare Sciences

### Tasia Hilton-Betton, PhD, MS, MBA, MLS (ASCP)CM (General Education)

- Bachelor of Science in Chemistry, University of South Carolina
- Bachelor of Science in Medical Technology, Georgia Southern University
- Master of Arts in Healthcare Administration, The University of Arizona Global Campus
- Master of Business Administration, American InterContinental University
- Master of Science in Chemistry, Grand Canyon University
- Doctor of Philosophy in Health Services, Specialization in Healthcare Administration, Walden University

### Sarah Hojnacki, MS, RDN (Integrative Health and Nutrition)

- Bachelor of Science, LBS Nutrition Sciences, Michigan State University
- Master of Science in Human Nutrition, Michigan State University

### Lori Holdren, BS, MA, PhD, Dean of General Education (General Education)

- Bachelor of Science in Mathematics, Stockton University
- Master of Arts in Mathematics, University of Arizona
- Doctor of Philosophy, Curriculum and Instruction: Mathematics Education, University of South Florida

### Anisa Kassim, BA, MPH, MTOM, CHES (Integrative Health and Nutrition)

- 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

### Dr. Patricia Kaufman, PhD, LDN, CNS, MS, MBA, Dean of Integrative Health and Nutrition (Integrative Health and Nutrition)

- Bachelor of Science in Mechanical Engineering, Marquette University
- Master of Business Administration, Marquette University
- Master of Science in Functional Nutrition, University of Western States
- Doctor of Philosophy in Human Health and Performance, Concordia University Chicago

### Margaret LaPierre, BS, HHP, Cert. Aroma., LME, LEI (Aromatherapy)

- Bachelor of Science in Health and Wellness, Kaplan University

### Amanda Lattin, BA, MAT, Dip. Aroma., MH, RA, Dean of Aromatherapy (Aromatherapy)

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

### Alison Loercher, L.Ac., DAOM (Herbal Medicine)

- Bachelor of Arts in Art History, Portland State University
- Master of Acupuncture and Chinese Medicine, Oregon College of Oriental Medicine
- Doctor of Acupuncture and Oriental Medicine, Oregon College of Oriental Medicine

## Heather Logan, DC (Integrative Health and Nutrition)

- Bachelor of Science in Combined Science, Youngstown State University
- Master of Public Health, A.T. Still University
- Master of Sciences in Applied Clinical Nutrition, Northeast College of Health Sciences
- Doctor of Chiropractic, Northeast College of Health Sciences

## Santiago Lorenzo, PhD (Integrative Health and Nutrition)

- Bachelor of Arts in Exercise and Movement Science, University of Oregon
- Master of Science in Human Physiology, University of Oregon
- Doctor of Philosophy, Human Physiology, University of Oregon

## Janet Ludwig, PhD, Dean of Doctoral Studies (Integrative Health and Nutrition)

- Bachelor of Science in Chemistry, University of Arizona
- Master of Science in Agricultural Biochemistry & Nutrition, University of Arizona
- Doctor of Philosophy, Agricultural Biochemistry & Nutrition, University of Arizona

## Heather Manley, ND (Herbal Medicine)

- Bachelor of Science in Biology Studies, Eckerd College
- Doctor of Naturopathic Medicine, National University of Natural Medicine

## Tammy Mayberry, M.Ed., MA, MS (Aromatherapy)

- Bachelor of Arts in Interdisciplinary Studies, University of Texas at San Antonio
- Master of Education in Educational Administration, Concordia University Texas
- Master of Science in Complementary Alternative Medicine, American College of Healthcare Sciences
- Master of Science in Aromatherapy, American College of Healthcare Sciences

## Jacqui McGrath, BA, ND (Herbal Studies)

- Bachelor of Arts in Anthropology, University of Florida
- Doctorate in Naturopathic Medicine, National University of Natural Medicine

### Julie Moreschi, BS, MS (Integrative Health and Nutrition)

- Bachelor of Science in Home Economics, Bradley University
- Master of Science in Clinical Nutrition, Rush University

### Marleigh Noska, DNP, MA, BSN, RN (General Education)

- 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
- Doctor of Nursing Practice, Washington State University

### Nolan Noska, BA, ND (Integrative Health and Nutrition)

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

### Meral Tunc-Ozdemir, PhD (General Education)

- Doctor of Philosophy, Biochemistry, University of Nevada
- Associate of Applied Science, Business Analytics, Wake Tech Community College

### Andrea Pryce, ND (Integrative Health and Nutrition)

- Bachelor of Science in Psychology, University of Alaska Fairbanks
- Doctor of Naturopathic Medicine, Southwest College of Naturopathic Medicine & Health Sciences

### Abbey Skinner, BS, MSNIH, MIFHI, HHP (Integrative Health and Nutrition)

- Bachelor of Science in Alternative Medicine, Everglades University
- Master of Science in Nutrition and Integrative Health

### Ralph Spraker, BA, MSSE, IMA, MA, PhD (General Education)

- Bachelor of Arts in Humanities, Biola University
- Master of Science in Science Education, Montana State University
- Master of Arts in MA Program Arts, Columbia International University
- Master of Arts in Natural Science, University of South Carolina
- Doctor of Philosophy in Secondary Education, University of South Carolina

## Erin Stewart, DAOM, LAc. EAMP, LMT, CA (Aromatherapy)

- Bachelor of Science in Oriental Medicine, Bastyr University
- Master of Science in Acupuncture and Oriental Medicine, Bastyr University
- Doctor of Acupuncture and Oriental Medicine, Bastyr University

## Judith Thompson, ND, Dean of Herbal Medicine (Herbal Medicine)

- Bachelor of Arts in Interdisciplinary Studies, The University of Arizona
- Doctor of Naturopathic Medicine, National University of Natural Medicine

## Lisa Warman, BS, MLS (General Education)

- Bachelor of Science in Communication & Media Studies-Other, Florida State University
- Master of Liberal Studies, Rollins College

## Christiaan Van Jimenez, BS, MEd, EdD (General Education)

- Bachelor of Science in English Education, Radford University
- Master of Education in English Language Learner, American Public University
- Doctor of Education in Teaching Leader in Digital Transformation, Capella University

## Lorraine Young, ND (Herbal Studies)

- Bachelor of Science in Biology, Acadia University
- Doctor of Naturopathic Medicine, Canadian College of Naturopathic Medicine

## ACHS Institutional Review Board

The ACHS Institutional Review Board (IRB) is responsible for ensuring that research conducted with human participants complies with Department of Health and Human Services (HHS) requirements.

Primarily, the IRB will ensure:

1. Compliance with the Code of Federal Regulations (CFR), Title 45, Part 46
2. Research is conducted in accordance with the principles outlined in the Belmont Report: [hhs.gov/ohrp/humansubjects/guidance/belmont.html](https://hhs.gov/ohrp/humansubjects/guidance/belmont.html)

The ACHS IRB reviews proposed studies for safety and ethical concerns related to information about study subjects. Students' proposal quality and scientific merit are subject to the approval of faculty and the chief academic officer. Learn more and view current members online at [achs.edu/about-us/achs-governance](https://achs.edu/about-us/achs-governance).

Full biographical information for all staff is available at [achs.edu/about-us/faculty-staff/](https://achs.edu/about-us/faculty-staff/).

# Admissions

## Overview

This section defines the enrollment requirements for individuals who want to enroll at ACHS as a regular student. ACHS adheres to the guidelines of the U.S. Department of Education, Distance Education Accrediting Commission, the Oregon Office of Degree Authorization, and the National Council for State Authorization Reciprocity Agreements of which ACHS is a member.

The ACHS Admissions Committee makes the final decisions on admission to the College and to specific programs. The Admissions Committee is made up of admissions leadership and advisors. Other academic staff, faculty, and senior administrators may participate in Committee meetings 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 age, gender, gender-identity, color, race, national origin, religion, sex, sexual orientation, marital status, disability, veteran status, or any other class protected by law. All applicants are evaluated by the Admissions Committee based on motivation and academic achievement.

Applications for admission are accepted throughout the year for the upcoming cohort. Contact admissions for registration deadlines.

ACHS admissions advisors respond to all requests for information. The Admissions Committee meets regularly and makes the final decision for all applications. As soon as an applicant's file is complete (admissions requirements are detailed below and at [achs.edu/admissions/getting-started-achs/](https://achs.edu/admissions/getting-started-achs/)), it is presented to the Admissions Committee at the next scheduled meeting.

As an Institute of Higher Learning, ACHS is required to offer admission only on receipt of evidence that the applying student can reasonably expect to complete a program and to benefit from the education obtained. All application materials collected during the admissions process prior to enrollment are considered in making admissions decisions.

The Admissions Committee's review of all applicants includes evaluation of the individual's high school (undergraduates) and college transcripts, admissions

assessments, and other evidence that the applying student can reasonably expect to complete the courses(s) or program they are applying to and benefit from the education obtained.

Following the Committee's review, the Admissions Committee may:

- Admit the student to their desired program at full status
- Provisionally admit the student. Provisional acceptance may include admission to the applicant's desired program with conditions such as bi-weekly meetings with an advisor, admission to an alternate program, or the recommendation that the applicant successfully complete up to nine credits in individual courses to demonstrate academic achievement.
- Deny admission

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.

The applicant is notified of the Committee's decision by email, telephone, text, or mail.

ACHS offers advanced standing through the review of eligible transfer of credit including Advanced Placement (AP) credit and the opportunity to earn credit by examination including College Board, College Level Exam Program (CLEP), DANTES (DSST) Credit-by-Exam, and ACHS challenge exams.

Note: In addition to the following requirements, students applying for federal financial aid must also meet all eligibility requirements as determined by the U.S. Department of Education. Please visit [achs.edu/admissions/tuition-and-funding/federal-student-aid/](https://achs.edu/admissions/tuition-and-funding/federal-student-aid/) for more information. These requirements are also detailed at [studentaid.gov/understand-aid/eligibility](https://studentaid.gov/understand-aid/eligibility).

## **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 at [achs.edu/graduates-non-standard-or-unaccredited-high-schools-or-homeschooled-students/](https://achs.edu/graduates-non-standard-or-unaccredited-high-schools-or-homeschooled-students/).

## Applicants with Prior College Experience

An applicant for admission to ACHS with prior college experience shall be deemed to have a record of successful performance including a record of academic achievement, as demonstrated by transcripts submitted to ACHS, or a record of responsibility and achievement following unsuccessful collegiate performance. Official transcripts from prior colleges will be requested during the application process and will be reviewed by the Admissions Committee and stored in the student's records. Prior schools attended must be disclosed at the time of application.

## Admission of International Students

International applicants should review the international admissions requirements at [achs.edu/admissions/international-admissions-achs/](https://achs.edu/admissions/international-admissions-achs/) including foreign transcript and English proficiency requirements. ACHS students primarily study fully online and do not require a visa or residential attendance to study at ACHS. Visa services or sponsorship are not provided.

## Non-Native English Speakers

All ACHS courses are provided in English. Prospective students whose native language is not English and who have not earned a degree from an appropriately accredited institution where English is the principal language of instruction must demonstrate college-level proficiency in English. Please see options for meeting the English-language proficiency requirement on the ACHS website at [achs.edu/international-admissions/non-native-english-speakers](https://achs.edu/international-admissions/non-native-english-speakers).

## Lifelong Learners

Lifelong Learners are students who are not formally admitted into a program at ACHS but wish to enroll in classes for academic credit for professional development, self-enrichment, or CEU (Continuing Education Unit). Students may complete up to nine semester credits of study prior to enrolling in a program.

- The Lifelong Learner must meet all undergraduate or graduate admissions requirements and the stated prerequisites for selected courses before enrollment.
- Coursework taken for credit as a Lifelong Learner may apply towards an ACHS program subject to a favorable admissions decision by the Admissions Committee.

# Admissions Requirements for Undergraduate Students

Individuals applying for admission to undergraduate study must possess a minimum of a high school diploma or state-approved equivalency. High school credentials must be from an accredited or state-approved high school. The Registrar's Office verifies such status with the state of issue or with the relevant accrediting agency upon receipt.

## ACHS Undergraduate Admissions Process

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

- Complete an online application, including any required admissions assessment(s) and/or disclosures acknowledgements.
- Submit official, unopened transcripts: Applicants are required to submit an official, unopened high school diploma or state-approved equivalency. Applicants with previous post-secondary experience may submit official college transcripts and complete high school completion self-certification. Students should submit previous college transcripts for transfer of credit review; students using military education benefits are required to submit all official college transcripts.
- Transcripts should be issued and sent directly to ACHS; transcripts issued to the student cannot be accepted as official. Certified electronic transcripts can be sent to [registrar@achs.edu](mailto:registrar@achs.edu); mailed transcripts should be sent to ACHS, 5005 S. Macadam Avenue, Portland, OR 97239.
  - Graduates of Non-standard or Unaccredited High Schools or Homeschooled Students should review the requirements above.
  - Learn more about accepted transcripts at [achs.edu/accepted-transcripts/](https://achs.edu/accepted-transcripts/).
- 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.
- Read and sign the Academic Plan and Enrollment Agreement provided by Admissions following acceptance.
- Make the first payment or receive a Financial Aid Award letter to secure a place in class.
- Complete the ACHS Student Orientation to be fully admitted to ACHS and begin the first semester.

# Admissions Requirements for Graduate Students

Individuals applying for admission to a graduate degree program at American College of Healthcare Sciences must possess a bachelor degree or higher from a USDOE-recognized accredited institution and submit official, unopened transcripts for all prior schools attended.

To complete the ACHS graduate admissions process, applicants must:

- Complete an online application at [achs.edu/application-for-admission-to-achs/](https://achs.edu/application-for-admission-to-achs/), including any required admissions assessment(s) and/or disclosures acknowledgements.
- 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 bachelor degree or higher; doctorate applicants must submit transcripts demonstrating a Masters degree or higher. Students should submit previous graduate-level transcripts for transfer of credit review; students using military education benefits are required to submit all official college transcripts.
- Transcripts should be issued and sent directly to ACHS; transcripts issued to the student cannot be accepted as official. Certified electronic transcripts can be sent to [registrar@achs.edu](mailto:registrar@achs.edu); mailed transcripts should be sent to ACHS, 5005 S. Macadam Avenue, Portland, OR 97239. Learn more about accepted transcripts at [achs.edu/accepted-transcripts/](https://achs.edu/accepted-transcripts/).
- Submit a copy of a government-issued photo identification, such as a state identification card, valid driver's license, or passport.
- For doctorate applicants, meet with the Dean of Integrative Health and Nutrition (or a credentialed designee). Additional information may be requested.
- Be approved for admission by the Admissions Committee.
- Read and sign the Academic Plan and Enrollment Agreement provided by Admissions following acceptance.
- Make the first payment or receive a Financial Aid Award letter to secure a place in class.
- Complete the ACHS Student Orientation to be fully admitted to ACHS and begin the first semester.

# What Happens After Applying for Admission?

ACHS admissions advisors are here to assist applicants with the application process. Applicants can call or email at any time, or schedule a time to meet with an advisor at [achs.edu/admissions/speak-achs-admissions-advisor/](https://achs.edu/admissions/speak-achs-admissions-advisor/). Applicants will work with their admissions advisor and discuss their interests, goals, and training needs. ACHS admissions advisors will explain programs, study methods, commitment, tuition and payment plans, and answer any questions. Here's an overview of what happens after applying:

1. Completed applications with all required documents are presented to the Admissions Committee. The Admissions Committee may request additional information if needed to support recommendation for admission.
2. Admissions advisors notify applicants of the Admissions Committee's decision as soon as possible via phone, email, text, or mail, as applicable.
3. Admissions advisors work with each applicant to create an academic plan based on recommended course sequences, preferred study schedules, and course availability and assist applicants to finalize payment options.
4. When payment is made (or funding authorization received) and the applicant has signed their Enrollment Agreement, the Registrar's Office will process the student's enrollment and registration for the first semester.
5. Upon enrollment, ACHS course packs, textbooks, and related information will be shipped to students to arrive before the class starts, depending on the student's date of registration. Students will also begin orientation in advance of their first semester. Students will be able to log into their class on the class start date. Students who register after the registration deadline may receive their materials after the first day of class and should make appropriate arrangements with their professor. Early registration is recommended.
6. Students are required to complete the ACHS Student Orientation before their first semester begins. Students are provisionally enrolled until they have successfully taken this step. Students who do not successfully complete the orientation will be referred back to their admissions advisor for additional support and coaching to ensure the student is prepared to begin their academic career with ACHS.

## Shipping

ACHS ships 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. Admissions advisors can also provide an international shipping estimate as needed.

## Academic Advising

An admissions advisor in the Office of Admissions provides initial advising for prospective students. 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.

Upon enrollment, students have access to a team of student services advisors that work closely with each student, starting with orientation and throughout their education at ACHS, to help ensure success and provide support as needed.

While students are ultimately responsible for ensuring that all graduation requirements are met, student services advisors are available to lend assistance. Students should consult their student services advisors regularly by phone or email.

## Transfer of Credit

### Transfer of Credit to ACHS

Prior credit is evaluated and when equivalent, applied to ACHS required course(s) with the training period shortened proportionately. The ACHS Registrar's Office reviews transfer of credit for all applicants accepted for admission to ACHS and evaluates all official transcripts received from the issuing institution.

Courses taken at other institutions are evaluated for transfer credit on a course-by-course basis. This evaluation is provided to all applicants upon acceptance and is free of charge. Only official transcripts are accepted for transfer credit. Students with credit earned at foreign institutions should view the international transcript requirements online at [achs.edu/foreign-transcripts/](https://achs.edu/foreign-transcripts/).

ACHS may accept credits earned from post-secondary institutions that are accredited by U.S. Department of Education approved accrediting agency. A minimum of a "C" or better is required for transfer to undergraduate and graduate programs (excluding Doctorate programs); a minimum of a "B" or better is required for transfer to doctorate

programs. Transferred courses must be comparable to the content of ACHS courses and have been completed at the corresponding level of study.

For information about transfer of credit to other institutions, please refer to the section, *Notice Concerning Transferability of Credits and Credentials Earned at Our Institution*.

## **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 students are required to submit official, sealed transcripts; opened transcripts and unofficial copies cannot be accepted. 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 the National Clearinghouse, Scrip-Safe, or Parchment.

## **College Board Advanced Placement (AP) Tests**

ACHS grants undergraduate course credit for Advanced Placement (AP) tests as applicable. More information about accepted tests can be found online at [achs.edu/challenge-exams/ap-tests/](https://achs.edu/challenge-exams/ap-tests/).

## **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 have the opportunity to apply for a challenge exam to earn credit by exam. See the section on Challenge Exams in this Catalog for more information.

## **Earning Credit by Exam**

Visit [achs.edu/challenge-exams](https://achs.edu/challenge-exams) to learn more about earning credit by ACHS Challenge Exam.

## Maximum Allowable Transfer Credit

At the certificate (undergraduate or graduate) and diploma level — a maximum of 20% of the required credits may be awarded for transfer credit, with further evaluation as needed.

At the associate (undergraduate) level — A maximum of 36 of the 60 credits required for an associate degree may be awarded for transfer credit.

At the bachelors (undergraduate) level — A maximum of 90 of 120 credits required for a bachelor's degree may be awarded through transfer of credit. Note, no more than two academic years of instruction (no more than 50 percent of credit hours used for the degree) shall be from schools that do not offer baccalaureate degrees.

At the masters (graduate) level — A maximum of 18 of the 36 credits required for a master's degree may be awarded through transfer credit.

At the doctorate level — A maximum of 9 of the 60 credits required for a doctorate degree may be awarded through transfer credit.

Note: ACHS's transfer policies have been reviewed in accordance with the Revised Joint Statement on the Transfer and Award of Credit by the American Association of Collegiate Registrars and Admissions Officers, the American Council on Education, and the Council for Higher Education Accreditation, available at [www.acenet.edu/Documents/2021-Joint-Statement-Award-of-Credit.pdf](http://www.acenet.edu/Documents/2021-Joint-Statement-Award-of-Credit.pdf).

Students wishing to appeal a transfer of credit decision should complete the ACHS Academic Petition (available [online here](#)) to petition the Academic Standards Committee for consideration. Committee decisions are final. More information about transfer of credit is available at [achs.edu/transfer-credit-procedure](http://achs.edu/transfer-credit-procedure).

## Transfer of Credit to Other Institutions

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. Acceptance of degrees or credits from accredited institutions is determined by the policy of the receiving organization. Accreditation is not a guarantee that credit will transfer to any college or university. ACHS does not guarantee any transfer of credit.

Visit [achs.edu/transfer-credit](https://achs.edu/transfer-credit) to view a list of institutions that have accepted ACHS transfer of credit. Learn more about ACHS's articulation agreements and memoranda of understanding to support transfer credit at [achs.edu/articulation-agreements](https://achs.edu/articulation-agreements).

## NOTICE CONCERNING TRANSFERABILITY OF CREDITS AND CREDENTIALS EARNED AT OUR INSTITUTION

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. Acceptance of degrees or credits from accredited institutions is determined by the policy of the receiving organization. Accreditation is not a guarantee that credit will transfer to any college or university. ACHS does not guarantee any transfer of credit.

The transferability of credits you earn at ACHS is at the complete discretion of an institution to which you may seek to transfer. Acceptance of ACHS credits, certificate, diploma, or degrees you earn from ACHS is also at the complete discretion of the institution to which you may seek to transfer. If the credits, certificate, diploma, or degree that you earn at this institution are not accepted at the institution to which you seek to transfer, you may be required to repeat some or all your coursework at that institution. For this reason, you should make certain that your attendance at this institution will meet your educational goals. This may include contacting an institution to which you may seek to transfer after attending ACHS to determine if your credits, certificate, diploma, or degree will transfer.

Visit [achs.edu/transfer-credit](https://achs.edu/transfer-credit) to view a list of institutions that have accepted ACHS transfer of credit.

# 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 is committed to students' financial wellness as well as their academic success and believes that education is an investment in students' futures. ACHS continually works to ensure students receive the best education for their education dollar.

Tuition includes:

- **Expert Faculty:** Learn from professionals with practical insights and industry expertise.
- **Dynamic Content:** Curricula supports different learning styles and is based on the latest research.
- **Comprehensive Instruction:** Includes live lessons and weekly professor interactions.
- **Student Success Coaching:** One-on-one sessions for academic goal setting and time management.
- **Peer Tutoring:** Personalized tutoring sessions to enhance course material understanding.
- **Medical Healthcare & Health Coaching:** Access to healthcare professionals and mental health support.
- **Career Development Services:** Personalized career counseling, job placement guidance, and workshops.
- **Community Engagement Opportunities:** Virtual events and networking with industry experts.
- **Global Alumni Network:** Lifetime access to mentorship, collaboration, and professional development.

## 2025-2026 Undergraduate Tuition and Fees

\$425 per semester credit

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.

## 2025-2026 Graduate Tuition and Fees

\$645 per semester credit

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.

## 2025-26 Doctorate Tuition and Fees

\$710 per semester credit

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.

*Note: Additional fees apply per course for required course packs and textbooks for all course levels. Please see the Total Course Price for each course listed at [achs.edu/admissions/tuition-and-funding/what-does-it-cost](https://achs.edu/admissions/tuition-and-funding/what-does-it-cost); an itemized breakdown of required materials and fees is available under each course description at [achs.edu](https://achs.edu) under Academics.*

## Course Materials

Textbooks and required materials (course packs) average \$305 per 3-credit course (undergraduate and graduate courses). 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 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 is published at [achs.edu/admissions/tuition-and-funding/what-does-it-cost](https://www.achs.edu/admissions/tuition-and-funding/what-does-it-cost).

The detailed schedule of charges for each course including the total course price is published on each course description page at [achs.edu](https://www.achs.edu).

## Textbooks

ACHS uses both commercial textbooks and ACHS eTextbooks (textbooks published by the institution), depending on the course. The Total Course Price includes tuition, required course pack, required textbooks, 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 eTextbook is available for an additional printing charge. See each course description on the ACHS website at [achs.edu](https://www.achs.edu) for an itemized description of the required course pack.

Required commercial (publisher) textbooks are also listed on the ACHS website at [achs.edu/student-services/required-textbooks/](https://www.achs.edu/student-services/required-textbooks/); required textbooks are mandatory for all students in order to successfully complete each course.

## Online Materials, Library, and Resources Fee

Each course materials fee includes a fee for online materials resources and library. Visit [achs.edu/admissions/tuition-and-funding/what-does-it-cost](https://www.achs.edu/admissions/tuition-and-funding/what-does-it-cost) for more information. This fee includes an. Additional information is provided in this Catalog under Library Services. Additional services include:

- Access to extensive virtual library to assist students with research, including subscription-only databases and lending libraries
- Access to mobile-friendly, interactive online classrooms including course videos, interactive tutorials, and audio resources
- Ask-a-Librarian Feedback Widget
- Ask-the-Librarian Discussion Board

## Estimated Total Annual Expense

The estimated total annual tuition expense for full-time ACHS undergraduate students is \$10,200 based on 24 semester credits per year; \$11,610 for graduate students based on 18 semester credits per year; and \$11,360 for doctorate students based on 16 semester credits per year. Additional information about tuition and fees can be found at [achs.edu/admissions/tuition-and-funding/what-does-it-cost](https://achs.edu/admissions/tuition-and-funding/what-does-it-cost).

## Projected Maximum Cost

The projected maximum cost for all ACHS degree programs is provided in the Program Fact Sheet available to download on each program description page under Academics, [achs.edu/academics/](https://achs.edu/academics/). The projected maximum cost 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 information about Technology at ACHS online at [achs.edu/student-services/technology-requirements](https://achs.edu/student-services/technology-requirements)). Please note all students must have a webcam for exam proctoring.
- **Supplemental Reading:** All textbooks required to complete each course are itemized in the Total Course Price. Faculty and ACHS experts may provide additional optional recommended reading published on the Apothecary Shoppe College Store website at [apothecary-shoppe.com](https://apothecary-shoppe.com); purchase is not required.

# Other Fees for Students with Special Circumstances

Fees for students that experience special circumstances are detailed at [achs.edu/other-fees](https://achs.edu/other-fees).

## Tuition Payment Options

At ACHS, we are committed to helping students complete their education without amassing a burden of debt. As an accredited institution, ACHS offers many funding options, including federal financial aid to those who 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.

ACHS is approved for qualifying students to receive funding from:

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

More information about ACHS's tuition options is available at [achs.edu/admissions/financial-aid-achs/](https://achs.edu/admissions/financial-aid-achs/).

Information about applying for federal student aid can be found at [achs.edu/admissions/tuition-and-funding/federal-student-aid/](https://achs.edu/admissions/tuition-and-funding/federal-student-aid/).

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

# 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. Monthly Payment Installment Plans ("PIPs") are a courtesy extended to help students budget for college without taking on student loan debt. PIPs are simply the semester balance divided by the installment plan, not to exceed one year. There are no fees to participate in a PIP.

## Failing to Make Payments on Time

A late fee of \$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). Students should contact the Business Office immediately if they 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

When using a debit card for a monthly payment plan, students assume all liability for overdraft fees. ACHS recommends that students only use a debit card if overdraft protection is available on the account. ACHS's billing system will charge the credit card on file automatically each month. ACHS can only make changes to a payment if a written request is received at least seven (7) days prior to the charge. For students without a credit card for automatic monthly payments, they 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 is not able to predict future costs. ACHS's Board of Directors carefully reviews cost-savings initiatives and opportunities to maximize each student's investment before considering a tuition increase. In addition, ACHS continually works with vendors to negotiate the best pricing on course materials to provide the highest quality and most affordable course packs to students.

## How to Register for Classes

Students may have an academic plan scheduled at the time of enrollment or may register each semester. Visit [achs.edu/achs-student-services](https://achs.edu/achs-student-services) for information or contact student services at 800.487.8839.

To make a payment for an upcoming semester, please visit [achs.edu/pay-online](https://achs.edu/pay-online). For security purposes, please do not email credit card or financial information.

## Questions?

For questions about payment plans, current balance, or to request a current statement, please contact the Business Office at 800.487.8839.

## Third-Party Billing Agreements

ACHS will bill employers who pay tuition for their employees. For employers who pay at the end of the semester, students may provide ACHS with a signed letter of financial guarantee at the time they register for classes.

## Third-Party Credit Cardholders

Students using a third-party credit card should have the cardholder complete the payment form at [achs.edu/pay-online](https://achs.edu/pay-online) and select recurring payments in this online form to authorize future payments. ACHS cannot charge a third-party credit card without this authorization.

Please note that payment by a third party does not designate the individual as an authorized agent on a student's account. Students may assign authorized agent by completing the ACHS Authorized Agent form available [online here](#).

## Financial Obligations

For current College tuition and fee payment information, please visit [achs.edu/achs-tuition-and-funding](https://achs.edu/achs-tuition-and-funding) or call the Business Office at 800.487.8839.

# General Information Regarding Military Education Benefits

Veterans and qualifying dependents may be eligible to receive education benefits. Please visit the GI Bill®<sup>1</sup> website ([benefits.va.gov/gibill/](https://benefits.va.gov/gibill/)) to determine what benefits may be available to you. Questions regarding your specific eligibility should be directed to the Veterans Affairs at 888.442.4551.

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 pay grades 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 can download the appropriate application for benefits from the Department of Veterans Affairs main website at [gibill.va.gov/](https://gibill.va.gov/) or apply online using eBenefits. The ACHS VA Certifying Officials 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 GI Bill, Post 9/11 GI Bill, Survivors' and Dependents' Educational Assistance, and Vocational Rehabilitation. Veterans intending to use their education and training benefits should contact their

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<sup>1</sup> GI Bill® is a registered trademark of the U.S. Department of Veterans Affairs (VA). More information about education benefits offered by the VA is available at the official U.S. government website at [benefits.va.gov/gibill/](https://benefits.va.gov/gibill/).

admissions advisor, or student services 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.

Any student receiving GI Bill benefits while attending American College of Healthcare Sciences is required to obtain transcripts from military training and all previously attended schools and submit them to the school for review of prior credit.

## ACHS is Affiliated with DANTES

ACHS is affiliated with the Defense Activity for Non-Traditional Education Support (DANTES). DANTES affiliation qualifies active-duty military personnel for tuition reimbursement. Each branch of service has established annual caps for the use of tuition assistance.

All accredited courses at ACHS are approved for tuition assistance. 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.

## ACHS Refund Policy

ACHS works hard to provide excellence in education for all students. However, if a student's circumstances change and they decide not to continue studies with ACHS, the following refund policy applies. Students may cancel or withdraw in any manner. Requests should be sent to Student Services via email to [stuserv@achs.edu](mailto:stuserv@achs.edu); phone or fax to 800.487.8839; or mailed to ACHS, 5005 S. Macadam Ave, Portland, OR 97239.

Refunds are based on the date the request is received at ACHS or the postmarked date if mailed, not the last date of attendance. The College will make any refund due within 30 calendar days from this date. Withdrawal or cancellation as a result of disciplinary or other administrative action does not change the refund process; students may receive a refund or owe a balance.

## Right to Cancel

A student has five (5) calendar days after signing an enrollment agreement or similar contractual document to cancel enrollment and receive a full refund of all monies paid to the institution. Materials are not shipped until the expiration of these five days. If a student withdraws after five days, the following refund policy applies.

If the student enrolls in a Program (Certificate, Diploma, or Degree), each course is treated separately for the purposes of calculating any refund to the student. No student is obligated for tuition charged for a term that has not commenced when the student withdraws.

## Refund Policy

If using federal student loans, a private student loan, or other third party funding, it is the student's responsibility to repay financial obligations if applicable. Some financial institutions require that refunds be paid back directly to the institution or organization in the event of a refund. Refund rates are not differentiated based on funding except as otherwise required by law.

Refunds are based on unused instructional time and are prorated on a weekly basis as follows:

- **Withdrawal before class starts:** Students are entitled to a refund of 100% of tuition, but the registration fee and any consumed fees (such as shipping charges) are not refundable.
- **Withdrawal from a course after classes begin for a semester:** Students are eligible for a prorated refund through the middle week of the term.
- **Non-Start Students:** Students who enroll but do not start coursework during the census period for their first semester and who have not been in contact with their student advisor will be treated as a withdrawal before class start for the purposes of this refund policy and may be administratively withdrawn.
- **Students Who Do Not Persist or Fail to Make Satisfactory Academic Progress (SAP):** No student is obligated to tuition for a semester that has not yet commenced. Therefore, students who do not persist by registering for the next semester or those who may be not eligible to register due to failure to make satisfactory academic progress are not subject to charges. Please refer to the SAP policy for more information.

Please visit [achs.edu/tuition-and-funding/refund-policy](https://achs.edu/tuition-and-funding/refund-policy) for additional refund information for students using military tuition assistance benefits.

## Prorated Tuition Charges

For a 15-week semester:

Withdrawal received:	Amount Refunded:
Before the start of the semester	100% of tuition
During week 1 of the semester	94% of tuition
During week 2 of the semester	87% of tuition
During week 3 of the semester	80% of tuition
During week 4 of the semester	73% of tuition
During week 5 of the semester	67% of tuition
During week 6 of the semester	60% of tuition
During week 7 of the semester	53% of tuition
During week 8 of the semester	47% of tuition
During weeks 9-15 of the semester	No refund

## Sample Tuition Refund Calculation

Charges to student:

ACHS Institutional Charge	Amount
New Student Registration Fee	\$200
Tuition (3-credit undergraduate course)	\$1,275
Total Tuition & Registration Fee Charged:	\$1,475

Refund calculation based on withdrawal during Week 3 from the AROMA 101, 15-week course:

ACHS Institutional Charge	Amount
New Student Registration Fee	\$0
Tuition (3-credit undergraduate course)	$\$1,275 \times .80$ (80%) = \$1,020
Eligible Refund:	\$1,020

For a 7.5-week semester:

Withdrawal received:	Amount Refunded:
Before the start of the semester	100% of tuition
During week 1 of the semester	88% tuition
During week 2 of the semester	75% of tuition

Withdrawal received:	Amount Refunded:
During week 3 of the semester	63% of tuition
During week 4 of the semester	50% of tuition
During weeks 5-7.5 of the semester	No refund

**Refund calculation based on withdrawal during Week 3 from the AROMA 101, 7.5-week course:**

ACHS Institutional Charge	Amount
New Student Registration Fee	\$0
Tuition (3-credit undergraduate course)	$\$1,275 \times .63$ (63%) = \$803.25
Eligible Refund:	\$803.25

## Non-Refundable Consumed Fees

### Online Library, Materials, & Resources Fee

This fee funds subscription library database licenses and access to required online lectures, materials, and online classrooms. No refunds are available after access to the online classroom opens for the semester.

### Course Packs, Textbooks, & Shipping Charges

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.

### Graduation Fee

The standard graduation fee is \$50 per certificate, diploma, or degree graduation application. Students may apply for graduation from more than one program to earn stackable credentials. The graduation fee includes a decorative embossed Diploma to display credential(s).

### Other Fees

If students experience special circumstances during their studies with ACHS, they may incur additional following fees. View the current fees online at [achs.edu/other-optional-fees](https://achs.edu/other-optional-fees).

## ACHS Refund Policy for Students Residing in California

The following refund policy applies for students residing in the State of California and is mandated by California regulations.

Again, students may cancel or withdraw in any manner. Requests should be sent to Student Services via email to [stuserv@achs.edu](mailto:stuserv@achs.edu); phone or fax to 800.487.8839; or mail to ACHS, 5005 S. Macadam Ave, Portland, OR 97239. Refunds are based on the date the withdrawal request is received at ACHS or the postmarked date if mailed, not the last date of attendance. The College will make any refund due within 30 calendar days from this date. Withdrawal or cancellation as a result of disciplinary or other administrative action does not change the refund process; students may receive a refund or owe a balance.

### Right to Cancel

If a student withdraws within seven (7) business days of enrolling, 100% of tuition and fees paid will be refunded. This is referred to as the cooling off period. Please note that ACHS processes student enrollment and shipment of course materials after this period.

### Refund Policy for California Residents

If using federal student loans, a private student loan, or other third-party funding, it is the student's responsibility to repay financial obligations including interest if applicable. Some financial institutions require that refunds be paid back directly to the institution or organization in the event of a refund. Refund rates are not differentiated based on funding except as otherwise required by law.

Refunds are based on unused instructional time and are prorated based on the number of days the student attended, or was scheduled to attend, prior to withdrawal (total institutional charge, divided by the number of days):

- **Withdrawal received within seven (7) business days of enrolling:** 100% of tuition and fees paid will be refunded. This is referred to as the cooling off period. Please note that ACHS processes student enrollment and shipment of course materials after this period.
- **Withdrawal received before class starts and after seven business days of enrolling:** Students are entitled to a refund of 100% of tuition, but the registration fee and any consumed fees (such as shipping charges) are not refundable.
- **Withdrawal received after classes begin for a semester and after seven business days of enrolling:** Students are eligible for a prorated refund through 60% of the semester. Prorated refunds are calculated by determining the daily charge for the class (total tuition charged, divided by the number of class days) and then multiplying by the number of days of class remaining after withdrawal.
- **Non-Start Students:** Students who enroll but do not start coursework during the census period for their first semester and who have not been in contact with their student advisor will be treated as a withdrawal received before class starts and after seven business days of enrolling for the purposes of this refund policy and may be administratively withdrawn.
- **Students Who Do Not Persist or Fail to Make Satisfactory Academic Progress (SAP):** No student is obligated to tuition for a semester that has not yet commenced. Therefore, students who do not persist by registering for the next semester or those who may are not eligible to register due to failure to make satisfactory academic progress are not subject to charges. Please refer to the SAP policy for more information.

If at the time of withdrawal, the student has attended or was scheduled to attend 61% or more of the semester, then no refund will be issued.

## Sample Prorated Refund

For a 15-week semester consisting of 105 instructional days:

Withdrawal received:	Amount Refunded:
Within 7 business days of enrolling	100% of all monies paid
On or before Day 63 of a semester with 105 instructional days (within 60% of the semester)	Total tuition charged divided by number of days in class multiplied by the number of days remaining after withdrawal
On or after Day 64 of a semester with 105 instructional days (61% or more of the semester)	No refund

## Sample Tuition Refund Calculation:

Charges to student:

ACHS Institutional Charge	Amount
New Student Registration Fee	\$200
Tuition (3-credit undergraduate course)	\$1275
Total Tuition & Registration Fee Charged	\$1,475

Refund calculation based on withdrawal on Day 12 from the AROMA 101, 15-week course with 105 instructional days:

ACHS Institutional Charge	Amount
New Student Registration Fee	\$0
Tuition (3-credit undergraduate course)	\$1,275 / 105 = \$12.14 per day charge.
Eligible Refund	\$12.14 x 93 days remaining after withdrawal = \$1,129.02

**For a 7.5-week semester consisting of 53 instructional days:**

<b>Withdrawal Received</b>	<b>Amount Refunded</b>
Within 7 business days of enrolling	100% of all monies paid
Before the start of the semester	100% of tuition
On or before Day 31 of a semester with 53 instructional days (within 60% of the semester)	Total tuition charged divided by number of days in class multiplied by the number of days remaining after withdrawal
On or after Day 32 of a semester with 53 instructional days (61% or more of the semester)	No refund

**Refund calculation based on withdrawal on Day 12 from the AROMA 101, 7.5-week course with 52 instructional days:**

<b>ACHS Institutional Charge</b>	<b>Amount</b>
New Student Registration Fee	\$0
Tuition (3-credit undergraduate course)	\$1,275 / 52 days = \$24.51 per day charge.
Eligible Refund	\$24.51 x 40 days remaining after withdrawal = \$980.40

## **Non-Refundable Consumed Fees**

Please see the section above regarding Non-Refundable Consumed Fees.

## **Student Tuition Recovery Fund (Students Residing in California)**

The State of California established the Student Tuition Recovery Fund (STRF) to relieve or mitigate economic loss suffered by a student in an educational program at a qualifying institution, who is or was a California resident while enrolled, or was enrolled in a residency program, if the student enrolled in the institution, prepaid tuition, and suffered an economic loss. Unless relieved of the obligation to do so, you must pay the state-imposed assessment for the STRF, or it must be paid on your behalf, if you are a student in an educational program, who is a California resident, or are enrolled in a residency program, and prepay all or part of your tuition.

You are not eligible for protection from the STRF and you are not required to pay the STRF assessment, if you are not a California resident, or are not enrolled in a residency program.

It is important that you keep copies of your enrollment agreement, financial aid documents, receipts, or any other information that documents the amount paid to the school. Questions regarding the STRF may be directed to the Bureau for Private Postsecondary Education, 1747 North Market Blvd., Suite 225, Sacramento, California, 95834, (916) 574-8900 or (888) 370-7589.

To be eligible for STRF, you must be a California resident or are enrolled in a residency program, prepaid tuition, paid or deemed to have paid the STRF assessment, and suffered an economic loss as a result of any of the following:

1. The institution, a location of the institution, or an educational program offered by the institution was closed or discontinued, and you did not choose to participate in a teach-out plan approved by the Bureau or did not complete a chosen teach-out plan approved by the Bureau.
2. You were enrolled at an institution or a location of the institution within the 120 day period before the closure of the institution or location of the institution, or were enrolled in an educational program within the 120 day period before the program was discontinued.
3. You were enrolled at an institution or a location of the institution more than 120 days before the closure of the institution or location of the institution, in an educational program offered by the institution as to which the Bureau determined there was a significant decline in the quality or value of the program more than 120 days before closure.
4. The institution has been ordered to pay a refund by the Bureau but has failed to do so.
5. The institution has failed to pay or reimburse loan proceeds under a federal student loan program as required by law, or has failed to pay or reimburse proceeds received by the institution in excess of tuition and other costs.
6. You have been awarded restitution, a refund, or other monetary award by an arbitrator or court, based on a violation of this chapter by an institution or representative of an institution, but have been unable to collect the award from the institution.
7. You sought legal counsel that resulted in the cancellation of one or more of your student loans and have an invoice for services rendered and evidence of the cancellation of the student loan or loans.

To qualify for STRF reimbursement, the application must be received within four (4) years from the date of the action or event that made the student eligible for recovery from STRF.

A student whose loan is revived by a loan holder or debt collector after a period of noncollection may, at any time, file a written application for recovery from STRF for the debt that would have otherwise been eligible for recovery. If it has been more than four (4) years since the action or event that made the student eligible, the student must have filed a written application for recovery within the original four (4) year period, unless the period has been extended by another act of law.

However, no claim can be paid to any student without a social security number or a taxpayer identification number.

## Travel Programs (Study Abroad)

A deposit must be paid to secure student accommodations. The balance of the travel program fee is due eight weeks before the first day of class. A 100% refund is offered if students withdraw in writing within five days of enrollment. If withdrawal is received eight weeks or more before the first day of class, the deposit is refundable. If withdrawal is received within eight weeks of the first day of class, no refund is available. All students are required to obtain travel insurance prior to departure to cover travel expenses as well as medical expenses while on the study tour.

Note: Cooling off period of seven days applies for California residents. For these residents, there is no charge until after the cooling off period.<sup>2</sup>

## Return to 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 provided by the Department of Education, referred to as an R2T4, to determine the percentage of aid earned and recalculate eligibility for Title IV funds. This is based on the number of days elapsed when the student

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<sup>2</sup> Note: Authority cited: Sections 94803, 94877 and 94923, Education Code. Reference: Section 94923, 94924 and 94925, Education Code.

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 them, 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 participation at the end of the census period (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.

If a student provides official notification to the school of their intent to withdraw, the withdrawal date is the date of the student's notification. If a student does not register for a subsequent semester, the withdrawal date is the end of the semester.

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 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).

## **Date of Determination**

For a student who withdraws without providing notification to the school, ACHS will determine the withdrawal date no later than 30 days after the end of the semester. 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% of the period of enrollment, then the student earned 30% of the aid they were awarded. However, once the student has completed more than 60% of the period of enrollment, they are considered to have earned 100% 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 their 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 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 the Department of Education (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 the ACHS Refund Policy. Therefore, even if a student has earned all of the federal aid disbursed to them according to the Department's formula, they 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.

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 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 1.800.4FEDAID (1.800.433.3243). TTY users may call 1.800.730.8913. Information is also available at [studentaid.gov/](https://studentaid.gov/).

ACHS's Office of Student Financial Services is also available to assist students at 800.487.8839, Monday through Friday, 8:30 a.m. to 5:30 p.m., Pacific time.

# Undergraduate Programs of Study

This section 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.

Students can enroll for up to nine semester credits without first choosing to apply to a certificate, diploma, or degree program. Undergraduate courses range in credits and require at least three hours of study per week, per semester credit. For example, expect a three semester credit course to require at least nine hours per week of study time. Courses are offered in standard terms of 15 or 7.5 weeks.

## Undergraduate Programs Offered

### Undergraduate Degree Programs

Associate of Applied Science in Integrative Health Sciences

Associate of Applied Science in Health and Wellness

Bachelor of Science in Holistic Nutrition

Bachelor of Science in Integrative Health Sciences

### Undergraduate Certificate Programs

Certificate in Aromatherapy

Certificate in Herbal Studies

Certificate in Holistic Nutrition Consulting

Certificate in Integrative Health and Fitness Training

Certificate in Natural Products Manufacturing

Certificate in Wellness Consulting

Holistic Approaches to Mental Wellness Certificate in Aromatherapy, Herbal Medicine, and Nutrition

Nature's Remedies: Crafting Aromatherapy, Herbal, and Nutritional Solutions for a Healthier Family and Community Certificate

### Undergraduate Diploma Programs

Diploma in Aromatherapy Master Aromatherapist

Diploma in Herbal Studies Master Herbalist

Diploma in Holistic Health Practice

## Professional Skills Pathways

Undergraduate students at ACHS can build real-world, employment-ready skills through Professional Skills Pathways with focused elective pathways in Botanicals, Nutrition, or Wellness Coaching in applicable programs. Professional Skills Pathways for Associate degree programs are offered at the Foundations level to gain essential competencies, while Bachelor's students complete Pathways at the Applied Skills level for more advanced training aligned with workforce needs. View each program in this catalog or visit [achs.edu/achs-academics](https://achs.edu/achs-academics) for more information.

## Recommended Course Sequence

Admissions and academic advisors work with students to provide them with an academic plan prior to enrollment. This guided pathway is developed by ACHS faculty, subject matter experts, and academic advisors and is designed to promote student success. Some students may be asked to take courses in a particular order following assessment of their previous education and experience, even if there is not a specific prerequisite for a course.

## Disclaimer

Graduation from any ACHS program does not confer a license to practice medicine. ACHS graduates do not claim to treat, diagnose, cure, or prescribe.

Please note that professional success is achieved by a number of factors beyond education and experience including soft skills, work ethic, integrity, and other skills that may not be developed through education and training alone. Not all graduates will achieve the career outcomes provided as examples in the following pages and in ACHS marketing materials.

# Associate of Applied Science in Integrative Health Sciences

This program is a terminal professional degree and is not designed as a transfer degree.

## Overview

This program is designed to help guide the evolution of healthcare by creating, educating, and actively supporting a community of professionals who embody the philosophy and practice of integrative health.

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.

Students will integrate their learning across a wide variety of integrative health 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 the modalities studied.

Graduates from the Associate of Applied Science in Integrative Health Sciences (AAS IHS) program will be able to:

- Explain aspects of the human body's structure, function, and disease to individuals of all knowledge levels.
- Compare allopathic and holistic treatment protocols to provide options for optimal client wellness.
- Explain human anatomy, physiology, and medical terminology in the professional practice of integrative health modalities.
- Apply knowledge of safe and effective use of integrative health and wellness modalities in the creation of personalized wellness plans.

- Develop professional skills and business standards in a health and wellness setting or role, including record keeping, required insurance, scope of practice, ethics, legal considerations, marketing, and networking.

## Curriculum

Students complete 60 credits distributed in the following way:

- **English Composition:** Students must complete at least six semester credit hours of English composition or equivalent Oregon Higher Education Coordinating Commission (HECC)-approved writing courses. Students may meet this requirement by achieving a score on a nationally normed test that would permit a waiver of English composition requirements or the award of academic credit in English composition at an accredited college or university.

ENG 101 Writing for Integrative Health Communications I

ENG 201 Writing for Integrative Health Communications II

- **General Education:** ACHS students complete a total of 21 credits of general education. HECC requires students to complete at least 15 semester credit hours in general education courses including the undergraduate English composition requirement.

NAT 210 Introduction to Anatomy and Physiology for Wellness Professionals

NAT 211 Body Systems in Balance: Integrative Physiology I

NAT 212 Body Systems in Balance: Integrative Physiology II

PHL 101 Think Smarter! Strengthening Reasoning and Writing Skills

PSY 101 Introduction to Psychology

- **Core Requirements:** ACHS students complete 30 credits of core requirements in this program. HECC requires students to complete at least 24 semester credit hours in the humanities, sciences, and social sciences, or in non-vocational courses closely related to them.

**Select One:** HLTH 101 Personal & Community Health OR NAT 101 Nutrition, Bodycare & Herbalism OR NUT 101 Introduction to Nutrition

AROMA 101 Introduction to Aromatherapy

AROMA 203 Aromatherapy I

HERB 101 Foundations of Herbal Studies I

HERB 201 Foundations of Herbal Studies II

NAT 302 Integrative Pathophysiology I

NAT 303 Integrative Pathophysiology II  
NAT 306 Entrepreneurial Skills for Wellness Professionals  
NAT 307 Healthcare Terminology  
NUT 308 Holistic Nutrition

- **Electives:** To complete this program, students select nine credits of elective study from the following electives. Students can also view Professional Skills Pathways and credentialing opportunities based on electives chosen at [achs.edu/programs/online-degree-in-integrative-health-aas-degree/](https://achs.edu/programs/online-degree-in-integrative-health-aas-degree/):

AROMA 303 Aromatherapy II  
AROMA 304 Aromatherapy III  
AROMA 305 Essential Oil Chemistry for Integrative Health Professionals  
BIO 111 Introduction to Biology  
BUS 101 Introduction to Business and Entrepreneurship  
BUS 304 Business Communications for Wellness Professionals  
BUS 390 Entrepreneurial Marketing for Integrative Health Professionals  
CHEM 120 Chemistry for Health Sciences  
ENV 201 Introduction to Environmental Science  
HED 303 Stress Management and Emotional Health  
HERB 302 Herbal Materia Medica I  
HERB 303 Herbal Materia Medica II  
HERB 304 Herbal Materia Medica III  
HERB 331 Botany & Plant Identification  
HLTH 101 Personal & Community Health  
HLTH 201 Physical Activity & Wellness  
HLTH 410 Community Health Planning  
HLTH 416 Public Health Education  
IHS 100 Principles & Practices of Integrative Health  
IHS 101 Integrative Health Approaches for Wellness  
MTH 101 Quantitative Reasoning I  
HLTH 202 History of Health and Healing  
MTH 201 Quantitative Reasoning II  
NAT 101 Nutrition, Bodycare & Herbalism  
NAT 202 Energetic Modalities I: Flower Essences  
NAT 203 Historical Modalities I: Iridology  
NAT 204 Energetic Modalities II: Homeopathy  
NAT 305 Wellness Coaching & Communication Skills  
NUT 101 Introduction to Nutrition  
NUT 210 Evolution of Food and Culture  
NUT 301 Advanced Nutrition Principles I

NUT 302 Advanced Nutrition Principles II  
NUT 303 Nutrition Across the Lifespan  
NUT 304 Sports Nutrition  
NUT 309 Topics in Holistic Nutrition  
NUT 311 Food Production & Healthy Cooking  
NUT 312 Nutrition Profession and Practice  
NUT 401 Nutrition and Dietary Supplements  
NUT 415 Nutrition Coaching & Communication Skills  
NUT 499 Special Topics in Nutrition – Vegetarian & Gluten-Free Diets  
PFT 101 Personal Fitness Training  
PHL 202 Applied Ethics  
PSY 303 Health Psychology  
RES 301 Introduction to Research Methods  
SOC 101 Introduction to Sociology

**Total Credits Required: 60**

# Associate of Applied Science in Health and Wellness

This program is a terminal professional degree and is not designed as a transfer degree.

## Overview

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.

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

- Identify strategies for behavior change, empowering individuals with the knowledge to make healthy choices in nutrition and lifestyle.
- Explore research to discover the ever-evolving landscape of integrative health and wellness.
- Explain aspects of the human body's structure, function, and disease to individuals of all knowledge levels.
- Develop community wellness and health education programming to promote optimal health.
- Distinguish when individuals require the expertise of other healthcare providers to ensure their path to optimal well-being.
- Cultivate strong interpersonal skills to establish rapport, actively listen, and empathize with individuals seeking support.

## Curriculum

Students complete 60 credits distributed in the following way:

- **English Composition:** Students must complete at least six semester credit hours of English composition or equivalent Oregon Higher Education Coordinating Commission (HECC)-approved writing courses. Students may meet this requirement by achieving a score on a nationally normed test that would permit a waiver of English composition requirements or the award of academic credit in English composition at an accredited college or university.

ENG 101 Writing for Integrative Health Communication I

ENG 201 Writing for Integrative Health Communication II

- **General Education:** ACHS students complete a total of 24 credits of general education. HECC requires students to complete at least 15 semester credit hours in general education courses including the undergraduate English composition requirement.

BIO 111 Introduction to Biology

NAT 210 Introduction to Anatomy and Physiology for Wellness Professionals

NAT 211 Body Systems in Balance: Integrative Physiology I

NAT 212 Body Systems in Balance: Integrative Physiology II

PHL 101 Think Smarter! Strengthening Reasoning and Writing Skills

PSY 101 Introduction to Psychology

- **Core Requirements:** ACHS students complete 24 credits of core requirements in this program. HECC requires students to complete at least 24 semester credit hours in the humanities, sciences, and social sciences, or in non-vocational courses closely related to them.

IHS 101 Integrative Health Approaches for Wellness

HED 303 Stress Management and Emotional Health

HLTH 101 Personal and Community Health

HLTH 201 Physical Activity and Wellness

NAT 302 Integrative Pathophysiology I

NAT 303 Integrative Pathophysiology II

NAT 305 Wellness Coaching and Communication Skills

NAT 306 Entrepreneurial Skills for Wellness Professionals

- **Electives:** To complete this program, students select 12 credits of elective study from the following electives. Students can also view Professional Skills Pathways and credentialing opportunities based on electives chosen at [achs.edu/programs/online-associate-applied-science-health-and-wellness/](https://achs.edu/programs/online-associate-applied-science-health-and-wellness/).

AROMA 101 Introduction to Aromatherapy  
AROMA 203 Aromatherapy I  
AROMA 303 Aromatherapy II  
AROMA 304 Aromatherapy III  
AROMA 305 Essential Oil Chemistry for Integrative Health Professionals  
HERB 331 Botany and Plant Identification  
BUS 101 Introduction to Business and Entrepreneurship  
BUS 304 Business Communications for Wellness Professionals  
BUS 390 Entrepreneurial Marketing for Integrative Health Professionals  
CHEM 120 Chemistry for Health Sciences  
ENV 201 Introduction to Environmental Sciences  
HERB 101 Foundations of Herbal Studies I  
HERB 201 Foundations of Herbal Studies II  
HERB 302 Herbal Materia Medica I  
HERB 303 Herbal Materia Medica II  
HERB 304 Herbal Materia Medica III  
HLTH 202 History of Health and Healing  
HLTH 410 Community Health Planning  
IHS 100 Principles of Practices of Integrative Health  
MTH 101 Quantitative Reasoning I  
MTH 201 Quantitative Reasoning II  
NAT 101 Nutrition, Bodycare and Herbalism  
NAT 202 Energetic Modalities I: Flower Essences  
NAT 203 Historical Modalities I: Iridology  
NAT 204 Energetic Modalities II: Homeopathy  
NAT 307 Healthcare Terminology  
NUT 101 Introduction to Nutrition  
NUT 210 Evolution of Food and Culture  
NUT 301 Advanced Nutrition Principles I  
NUT 302 Advanced Nutrition Principles II  
NUT 303 Nutrition Across the Lifespan  
NUT 304 Sports Nutrition  
NUT 308 Holistic Nutrition  
NUT 309 Topics in Holistic Nutrition  
NUT 311 Food Production and Healthy Cooking  
NUT 312 Nutrition Profession and Practice

NUT 401 Nutrition and Dietary Supplements  
NUT 415 Nutrition Coaching and Communication Skills  
NUT 499 Special Topics in Nutrition - Vegetarian and Gluten-Free Diets  
PFT 101 Personal Fitness Training  
PHL 202 Applied Ethics  
PSY 303 Health Psychology  
RES 301 Introduction to Research Methods  
SOC 101 Introduction to Sociology

**Total Credits Required: 60**

# Bachelor of Science in Holistic Nutrition

## Overview

Throughout the ACHS Bachelor of Science in Holistic Nutrition (BSHN) program, students learn to integrate modern science with holistic nutrition principles. After exploring biological sciences such as anatomy, physiology, psychology, biology and chemistry, students delve into the scientific world of holistic nutrition. ACHS offers a hands-on approach to learning—many classes include practical lab kits, which students use to explore concepts related to nutrition.

Graduates will learn how to gather nutrition information, evaluate that information, and develop customized nutritional suggestions and protocols for individuals and communities alike. The holistic nutrition program emphasizes evaluation of the whole person—body, mind, and spirit—while developing global perspectives on wellness.

This program is designed to meet all requirements of an undergraduate bachelor of science degree including 30 credits in general education, 30 credits in core sciences, 30 credits in nutrition, and 30 credits in elective courses for a total of 120 semester credit hours (four academic years in full-time post-secondary study); at least 40 semester credit hours (60 QCH) shall be in upper-division courses. Note: Students enrolled in the Bachelor of Science in Holistic Nutrition are required to persist at a rate of half-time or greater as a standard rate of pursuit for eligible program completion.

Visit [achs.edu/programs/online-bachelor-science-holistic-nutrition/](https://achs.edu/programs/online-bachelor-science-holistic-nutrition/) to learn more about this program including professional outcomes and credentialing opportunities.

Graduates from the Bachelor of Science in Holistic Nutrition program will be able to:

- Compare the different types of nutraceuticals, such as vitamins, minerals, herbal supplements, and functional foods.
- Evaluate current research, including theories, practices, ethical and cultural considerations in the practice of functional nutrition and integrative health modalities.
- Apply theories and models of behavior change to promote optimal wellness across community populations.
- Develop skills in delivering engaging and informative nutrition education sessions to clients, communities, and organizations to promote optimal health.

- Apply critical thinking and problem-solving skills to identify business opportunities, assess risks, and make informed decisions.
- Assess new ideas, trends, and approaches to drive growth, innovation, and sustainability in a holistic wellness business.
- Develop the components of a nutrition business to effectively implement record keeping, required insurance, scope of practice, ethics, legal considerations, marketing, and networking.

## Curriculum

Students complete 120 credits distributed in the following way:

- **English Composition:** Students must complete at least one year (six semester credit hours) of English composition or equivalent Oregon Higher Education Coordinating Commission (HECC)-approved writing courses. Students may meet this requirement by achieving a score on a nationally normed test that would permit a waiver of English composition requirements or the award of academic credit in English composition at an accredited college or university.

ENG 101 Writing for Integrative Health Communication I  
 ENG 201 Writing for Integrative Health Communication II

- **General Education:** The degree requires 30 semester credit hours of general education made up of the one-year undergraduate English composition requirement and 24 semester credit hours in the liberal arts and sciences, with at least six credits in each of the three areas: humanities, social sciences, and natural sciences.

BUS 101 Introduction to Business and Entrepreneurship  
 HLTH 202 History of Health and Healing  
 MTH 101 Quantitative Reasoning I  
 MTH 201 Quantitative Reasoning II  
 PHL 101 Think Smarter! Strengthening Reasoning and Writing Skills  
 PHL 202 Applied Ethics  
 RES 301 Introduction to Research Methods  
 PSY 101 Introduction to Psychology  
 SOC 101 Introduction to Sociology

- **Science Core Requirements:** A science degree, the B.S. requires one academic year in the social or natural sciences (i.e., 30 semester credit hours), of which 12 can be in mathematics and state-approved computer courses.

BIO 111 Introduction to Biology

HERB 331 Botany & Plant Identification

CHEM 120 Chemistry for Health Sciences

ENV 201 Introduction to Environmental Science

HLTH 101 Personal & Community Health

NAT 210 Introduction to Anatomy and Physiology for Wellness Professionals

NAT 211 Body Systems in Balance: Integrative Physiology I

NAT 212 Body Systems in Balance: Integrative Physiology II

PSY 303 Health Psychology

RES 301 Introduction to Research Methods

- **Major Core Requirements:** The degree requires 30 semester credit hours, with 20 semester credit hours in upper division; 15 semester credits of upper-division hours must be taught by ACHS faculty.

**All Students Complete the Core Courses (6 credits):**

NUT 101 Introduction to Nutrition

NUT 210 Evolution of Food and Culture

**Additional Required Core Courses (24 credits; Choose 8 courses)**

NUT 301 Advanced Nutrition Principles I

NUT 302 Advanced Nutrition Principles II

NUT 303 Nutrition Across the Lifespan

NUT 304 Sports Nutrition

NUT 308 Holistic Nutrition

NUT 309 Topics in Holistic Nutrition

NUT 401 Nutrition and Dietary Supplements

NUT 415 Nutrition Coaching & Communication Skills

NUT 499 Special Topics in Nutrition - Vegetarian & Gluten-Free Diets

- **Electives:** To complete this program, students select 30 credits of elective study.

AROMA 101 Introduction to Aromatherapy

AROMA 203 Aromatherapy I

AROMA 303 Aromatherapy II

AROMA 304 Aromatherapy III

AROMA 305 Essential Oil Chemistry for Integrative Health Professionals  
BUS 304 Business Communications for Wellness Professionals  
BUS 390 Entrepreneurial Marketing for Integrative Health Professionals  
HED 303 Stress Management and Emotional Health  
HERB 101 Foundations of Herbal Studies I  
HERB 201 Foundations of Herbal Studies II  
HERB 302 Herbal Materia Medica I  
HERB 303 Herbal Materia Medica II  
HERB 304 Herbal Materia Medica III  
HLTH 201 Physical Activity & Wellness  
HLTH 410 Community Health Planning  
HLTH 416 Public Health Education  
IHS 100 Principles & Practices of Integrative Health  
IHS 101 Integrative Health Approaches for Wellness  
NAT 101 Nutrition, Bodycare & Herbalism  
NAT 202 Energetic Modalities I: Flower Essences  
NAT 203 Historical Modalities I: Iridology  
NAT 204 Energetic Modalities II: Homeopathy  
NAT 302 Integrative Pathophysiology I  
NAT 303 Integrative Pathophysiology II  
NAT 305 Wellness Coaching & Communication Skills  
NAT 306 Entrepreneurial Skills for Wellness Professionals  
NAT 307 Healthcare Terminology  
NUT 311 Food Production & Healthy Cooking  
NUT 312 Nutrition Profession and Practice  
PFT 101 Personal Fitness Training

**Total Credits Required: 120**

# Bachelor of Science in Integrative Health Sciences

## Overview

Throughout the ACHS Bachelor of Science in Integrative Health Sciences (BSIHS) program, students learn to integrate modern science with holistic health and wellness principles. After exploring biological sciences such as anatomy, physiology, psychology, biology, and chemistry, students delve into the scientific world of natural health such as aromatherapy, herbal medicine, lifestyle modifications, and holistic nutrition. ACHS offers a hands-on approach to learning—many classes include practical lab kits, which students use to explore and create natural remedies.

Graduates will be able to embrace the philosophy of holistic health, encompassing the whole person, while developing global perspectives on wellness to encourage creative problem solving to achieve balance and wellness.

This program is designed to meet all requirements of an undergraduate bachelor of science degree including 30 credits in general education, 30 credits in core sciences, 30 credits in integrative health sciences, and 30 credits in elective courses for a total of 120 semester credit hours (four academic years in full-time post-secondary study); at least 40 credits shall be in upper-division courses. Note: Students enrolled in the Bachelor of Science in Integrative Health Sciences are required to persist at a rate of half-time or greater as a standard rate of pursuit for eligible program completion.

Graduates from the Bachelor of Science in Integrative Health Sciences program will be able to:

- Explain aspects of the human body's structure, function, and disease to individuals of all knowledge levels.
- Apply integrative health modalities, such as nutrition, lifestyle modifications, mind-body techniques, and wellness modalities, to support optimal health.
- Differentiate therapeutic properties and benefits of various natural ingredients, such as herbs, essential oils, carrier oils, and other botanical preparations commonly used in natural product making.
- Apply knowledge of the safe and effective use of integrative health and wellness modalities to develop personalized wellness plans.
- Examine research, including theories, practices, and ethical and cultural considerations to promote holistic health.

- Develop professional skills and business standards in a health and wellness setting or role, including record keeping, required insurance, scope of practice, ethics, legal considerations, marketing, and networking.

## Curriculum

Students complete 120 credits distributed in the following way:

- **English Composition:** Students must complete at least one year (six semester credit hours) of English composition or equivalent Oregon Higher Education Coordinating Commission (HECC)-approved writing courses. Students may meet this requirement by achieving a score on a nationally normed test that would permit a waiver of English composition requirements or the award of academic credit in English composition at an accredited college or university.

ENG 101 Writing for Integrative Health Communication I

ENG 201 Writing for Integrative Health Communication II

- **General Education:** The degree requires 30 semester credit hours of general education made up of the one-year undergraduate English composition requirement and 24 semester credit hours in the liberal arts and sciences, with at least six credits in each of the three areas: humanities, social sciences, and natural sciences.

BUS 101 Introduction to Business and Entrepreneurship

HLTH 202 History of Health and Healing

MTH 101 Quantitative Reasoning I

MTH 201 Quantitative Reasoning II

PHL 101 Think Smarter! Strengthening Reasoning and Writing Skills

PHL 202 Applied Ethics

PSY 101 Introduction to Psychology

SOC 101 Introduction to Sociology

- **Science Core Requirements:** A science degree, the B.S. requires one academic year in the social or natural sciences (i.e., 30 semester credit hours), of which 12 can be in mathematics and state-approved computer courses.

BIO 111 Introduction to Biology

CHEM 120 Chemistry for Health Sciences

ENV 201 Introduction to Environmental Science

HERB 331 Botany & Plant Identification  
HLTH 101 Personal & Community Health  
NAT 210 Introduction to Anatomy and Physiology for Wellness Professionals  
NAT 211 Body Systems in Balance: Integrative Physiology I  
NAT 212 Body Systems in Balance: Integrative Physiology II  
PSY 303 Health Psychology  
RES 301 Introduction to Research Methods

- **Major Core Requirements:** The degree requires distinct specialization in which students complete 30 semester credits with at least 20 semester credit hours in upper division; 15 semester credits of upper-division hours must be taught by ACHS faculty.

AROMA 101 Introduction to Aromatherapy  
AROMA 203 Aromatherapy  
AROMA 303 Aromatherapy II  
AROMA 304 Aromatherapy III  
AROMA 305 Essential Oil Chemistry for Integrative Health Professionals  
HERB 101 Foundations of Herbal Studies I  
HERB 201 Foundations of Herbal Studies II  
HERB 302 Herbal Materia Medica I  
HERB 303 Herbal Materia Medica II  
HERB 304 Herbal Materia Medica III  
NAT 302 Integrative Pathophysiology I  
NAT 303 Integrative Pathophysiology II  
NAT 306 Entrepreneurial Skills for Wellness Professionals  
NAT 307 Healthcare Terminology

- **Electives:** To complete this program, students select 30 credits of elective study from the following electives. Students can also view Professional Skills Pathways and credentialing opportunities based on electives chosen at [achs.edu/programs/online-bachelor-science-integrative-health-sciences/](https://achs.edu/programs/online-bachelor-science-integrative-health-sciences/):

AROMA 203 Aromatherapy I  
AROMA 303 Aromatherapy II  
AROMA 304 Aromatherapy III  
AROMA 305 Essential Oil Chemistry for Integrative Health Professionals  
BUS 304 Business Communications for Wellness Professionals  
BUS 390 Entrepreneurial Marketing for Integrative Health Professionals  
HED 303 Stress Management and Emotional Health  
HERB 201 Foundations of Herbal Studies II

HERB 302 Herbal Materia Medica I  
HERB 303 Herbal Materia Medica II  
HERB 304 Herbal Materia Medica III  
HLTH 201 Physical Activity & Wellness  
HLTH 410 Community Health Planning  
HLTH 416 Public Health Education  
IHS 100 Principles & Practices of Integrative Health  
IHS 101 Integrative Health Approaches for Wellness  
NAT 101 Nutrition, Bodycare & Herbalism  
NAT 202 Energetic Modalities I: Flower Essences  
NAT 203 Historical Modalities I: Iridology  
NAT 204 Energetic Modalities II: Homeopathy  
NAT 305 Wellness Coaching & Communication Skills  
NUT 101 Introduction to Nutrition  
NUT 210 Evolution of Food and Culture  
NUT 301 Advanced Nutrition Principles I  
NUT 302 Advanced Nutrition Principles II  
NUT 303 Nutrition Across the Lifespan  
NUT 304 Sports Nutrition  
NUT 308 Holistic Nutrition  
NUT 309 Topics in Holistic Nutrition  
NUT 311 Food Production & Healthy Cooking  
NUT 312 Nutrition Profession and Practice  
NUT 401 Nutrition and Dietary Supplements  
NUT 415 Nutrition Coaching & Communication Skills  
NUT 499 Special Topics in Nutrition – Vegetarian & Gluten-Free Diets  
PFT 101 Personal Fitness Training

**Total Credits Required: 120**

# Certificate and Diploma Programs

ACHS's certificate and diploma programs are designed to provide a foundation for advanced training and specialized knowledge and skills for integrative health and wellness professionals.

Students can choose from a range of specialties, including:

- Certificate in Aromatherapy
- Certificate in Herbal Studies
- Certificate in Holistic Nutrition Consulting
- Certificate in Integrative Health and Fitness Training
- Certificate in Natural Products Manufacturing
- Certificate in Wellness Consulting
- Diploma in Aromatherapy Master Aromatherapist
- Diploma in Herbal Studies Master Herbalist
- Diploma in Holistic Health Practice

Completion of a certificate or diploma program does not constitute a degree. Students are eligible to complete a certificate or diploma and apply those credits toward completion of an ACHS undergraduate degree within the eligible completion time and in compliance with the undergraduate admissions requirements.

## Admission

Students interested in enrolling in a certificate or diploma program must 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. Certificate and diploma students take many of the same courses that are available to ACHS AAS students and the same policies and procedures apply.

# Curriculum

Certificate and diploma programs consist of subsets of ACHS degree programs. Students may request a course substitution with approval of the ASC or earn credit by successfully passing a challenge exam.

# 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 use of essential oils to support physical, mental, emotional, and spiritual wellness. ACHS uses the terms “aromatherapy” and “aromatology” interchangeably throughout the program. Visit [achs.edu/programs/online-certificate-aromatherapy/](https://achs.edu/programs/online-certificate-aromatherapy/) to learn more about this program including professional outcomes and credentialing opportunities.

Graduates of the Certificate in Aromatherapy will be able to:

- Explain modern and historic aromatherapy definitions, theories, practices, and methods of essential oil extraction and quality assessment.
- Classify essential oils based on their botanical profile, chemical constituents, and therapeutic properties.
- Create safe, effective, evidence-based, holistic aromatherapy wellness plans to support optimal health.
- Compose evidence-based case study reports and literature reviews to contribute to the professional field of aromatherapy.
- Develop the components of an aromatherapy business to effectively implement record keeping, required insurance, scope of practice, ethics, legal considerations, marketing, and networking.

### Curriculum

Students complete 16 credits distributed in the following courses:

AROMA 101 Introduction to Aromatherapy  
AROMA 203 Aromatherapy I  
AROMA 303 Aromatherapy II  
AROMA 304 Aromatherapy III  
IHS 100 Principles and Practices of Integrative Health  
NAT 306 Entrepreneurial Skills for Wellness Professionals

**Total Credits Required: 16**

# Certificate in Herbal Studies

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. Visit [achs.edu/programs/online-certificate-herbal-studies/](https://achs.edu/programs/online-certificate-herbal-studies/) to learn more about this program including professional outcomes and credentialing opportunities.

Graduates of the Certificate in Herbal Studies will be able to:

- Explain modern and historic herbal definitions, theories, practices, and methods of production and quality assessment for botanicals.
- Classify herbs based on their botanical profile, chemical constituents, and therapeutic properties.
- Create safe, effective, evidence-based, holistic herbal wellness plans to support optimal health.
- Compose evidence-based case study reports and literature reviews to contribute to the professional field of herbal medicine.
- Develop the components of an herb business to effectively implement record keeping, required insurance, scope of practice, ethics, legal considerations, marketing, and networking.

## Curriculum

Students complete 16 credits distributed in the following courses:

IHS 100 Principles and Practices of Integrative Health  
HERB 101 Foundations of Herbal Studies I  
HERB 201 Foundations of Herbal Studies II  
HERB 331 Botany and Plant Identification  
NAT 305 Wellness Coaching and Communication Skills  
NAT 306 Entrepreneurial Skills for Wellness Professionals

**Total Credits Required: 16**

# Certificate in Holistic Nutrition Consulting

This program provides training in how to educate others about appropriate holistic health protocols to support and rebalance the body and restore wellness for general good health through holistic nutrition protocols. Tools for increased health and well-being and a more natural, balanced way of life are also covered. This program includes training in how to establish a practice, locate information from state regulatory bodies to ensure compliance with local and state requirements, and discuss current topics in holistic nutrition to provide current evidence-based support.

Visit [achs.edu/programs/online-certificate-holistic-nutrition-consulting/](https://achs.edu/programs/online-certificate-holistic-nutrition-consulting/) to learn more about this program including professional outcomes and credentialing opportunities.

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

- Construct strategies to provide clients, consumers, and organizations with information to make healthy choices in nutrition and lifestyle.
- Analyze the impact of behavioral factors, lifestyle choices, and environmental factors on the cause and progression of disease.
- Use essential components of effective listening skills to apply in coaching sessions.
- Develop the components of a holistic nutrition business to effectively implement record keeping, required insurance, scope of practice, ethics, legal considerations, marketing, and networking.

## Curriculum

Students complete 16 credits distributed in the following courses:

IHS 100 Principles and Practices of Integrative Health  
NUT 101 Introduction to Nutrition **OR** NAT 101 Nutrition, Bodycare and Herbalism  
NAT 305 Wellness Coaching and Communication Skills  
NAT 306 Entrepreneurial Skills for Wellness Professionals  
NUT 308 Holistic Nutrition  
NUT 309 Topics in Holistic Nutrition

**Total Credits Required: 16**

# Certificate in Integrative Health and Fitness Training

The Integrative Health and Fitness Training program offers training and preparation for those who wish to work in the fitness industry, whether full- or part-time, in an athletic club, ski resort, or sports medicine facility. Learn to evaluate each client's level of fitness and create an appropriate fitness and nutrition plan to meet the client's individual fitness goals. Students will gain skills and knowledge necessary to promote their services, establish trainer-client relationships, help clients to achieve individual fitness goals, and act in accordance with relevant professional codes of ethics.

Visit [achs.edu/programs/online-certificate-integrative-health-fitness-training/](https://achs.edu/programs/online-certificate-integrative-health-fitness-training/) to learn more about this program including professional outcomes and credentialing opportunities.

Graduates of the Certificate in Integrative Health and Fitness Training will be able to:

- Evaluate the different types of nutraceuticals, such as vitamins, minerals, herbal supplements, and functional foods, to support fitness training plans.
- Examine anatomy and exercise physiology to support optimal athletic performance.
- Assess client health, fitness, and goals to determine appropriate fitness training and nutrition training plans.
- Design and implement individualized training plans tailored to athletes' specific needs and goals for optimal sports performance.
- Cultivate strong interpersonal skills to establish rapport, actively listen, and empathize with individuals seeking support.
- Apply appropriate scope of practice, code of ethics, and requirements for fitness training and wellness coaching.

## Curriculum

Students complete 16 credits distributed in the following courses:

IHS 100 Principles and Practices of Integrative Health  
NUT 101 Introduction to Nutrition **OR** NUT 308 Holistic Nutrition  
NUT 304 Sports Nutrition  
PFT 101 Personal Fitness Training  
HLTH 101 Personal and Community Health  
NAT 305 Wellness Coaching and Communication Skills

**Total Credits Required: 16**

# 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 body care products, and formulate natural perfume blends.

Visit [achs.edu/programs/online-certificate-natural-products-manufacturing-cnpm/](https://achs.edu/programs/online-certificate-natural-products-manufacturing-cnpm/) to learn more about this program including professional outcomes and credentialing opportunities.

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

- Compare formulations for a variety of natural products, including lotions, creams, salves, and other aromatherapy and herbal products used for personal and retail use.
- Recall safety considerations and administration methods when using natural products, including aromatherapy and herbal formulations.
- Evaluate current FDA regulations for cosmetic and food supplement claims and labeling guidelines for natural product manufacturing.
- Explain current and historical aromatherapy, herbal medicine, nutrition, and integrative health terminology, theories, and practices.
- Develop the components of a natural products' business to effectively implement record keeping, insurance, consumer guidelines, ethical and legal considerations, marketing, and networking.

## Curriculum

- **Core Requirements:** Students complete 12 credits distributed in the following courses:

AROMA 101 Introduction to Aromatherapy

HERB 101 Foundations of Herbal Studies I

HLTH 101 Personal and Community Health

IHS 100 Principles and Practices of Integrative Health

NAT 306 Entrepreneurial Skills for Wellness Professionals

- **Electives:** To complete this program, students select three credits of elective study from the following electives.

AROMA 120 Crafting Aromatherapy Solutions for a Healthier Family and Community

AROMA 130 Holistic Support for Mental Wellness: Aromatherapy

HERB 120 Crafting Herbal Formulations for a Healthier Family and Community

HERB 130 Holistic Support for Mental Wellness: Herbal Medicine

NAT 101 Nutrition, Bodycare & Herbalism

NUT 101 Introduction to Nutrition

NUT 120 Crafting Nutritional Recipes for a Healthier Family and Community

NUT 130 Holistic Support for Mental Wellness: Holistic Nutrition

**Total Credits Required: 16**

## Certificate in Wellness Consulting

The Certificate in Wellness Consulting covers a broad selection of holistic modalities that can support clients in achieving optimal health. Students gain an understanding of 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. Visit [achs.edu/programs/online-certificate-wellness-consulting/](https://achs.edu/programs/online-certificate-wellness-consulting/) to learn more about this program including professional outcomes and credentialing opportunities.

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

- Explain the causes, development, and signs of diseases to inform wellness support plans.
- Apply current research, including the major literature, theories, practices, ethical and cultural issues, and research methods for best practices in wellness protocols and education.
- Develop evidence-based wellness protocols using a variety of integrative health modalities.
- Identify activities and coalitions with community organizations to promote health policies that improve health and wellness.
- Develop the components of a wellness coaching practice to effectively implement record keeping, insurance, consumer guidelines, ethical and legal considerations, marketing, and networking.

## Curriculum

- Students complete 16 credits distributed in the following courses:  
  
IHS 100 Principles and Practices of Integrative Health  
NAT 302 Integrative Pathophysiology I  
NAT 305 Wellness Coaching and Communication Skills  
NAT 306 Entrepreneurial Skills for Wellness Professionals
- 6 credits of upper division elective credit (300-400 level undergraduate course; prerequisites apply as applicable)  
  
AROMA 303 Aromatherapy II  
AROMA 304 Aromatherapy III  
AROMA 305 Essential Oil Chemistry for Integrative Health Professionals  
BUS 304 Business Communications for Wellness Professionals  
BUS 390 Entrepreneurial Marketing for Integrative Health Professionals  
HED 303 Stress Management and Emotional Health  
HERB 302 Herbal Materia Medica I  
HERB 303 Herbal Materia Medica II  
HERB 304 Herbal Materia Medica III  
HERB 331 Botany & Plant Identification  
HLTH 410 Community Health Planning  
HLTH 416 Public Health Education  
NAT 303 Integrative Pathophysiology II  
NAT 307 Healthcare Terminology  
NUT 301 Advanced Nutrition Principles I  
NUT 302 Advanced Nutrition Principles II  
NUT 303 Nutrition Across the Lifespan  
NUT 304 Sports Nutrition  
NUT 308 Holistic Nutrition  
NUT 309 Topics in Holistic Nutrition  
NUT 311 Food Production & Healthy Cooking  
NUT 312 Nutrition Profession and Practice  
NUT 401 Nutrition and Dietary Supplements  
NUT 415 Nutrition Coaching & Communication Skills  
NUT 499 Special Topics in Nutrition – Vegetarian & Gluten-Free Diets  
PSY 303 Health Psychology  
RES 301 Introduction to Research Methods

Total Credits Required: 16

## Diploma in Aromatherapy - Master Aromatherapist

This advanced Diploma program is an in-depth study of the science and art of aromatherapy. Students study essential oil materia medica including botanical information, identification, sources, historical uses, parts used, cultivation, harvesting, production, characteristics, active constituents, therapeutic actions, medicinal uses, evidence-based uses, household uses, and perfumery. Students also study anatomy and physiology including holistic clinical correlates covering a wide range of integrative health modalities from aromatherapy and herbal studies to nutrition. Students also study aromatherapy chemistry and the steps to establish a business.

Visit [achs.edu/programs/online-diploma-aromatherapy-master-aromatherapist/](https://achs.edu/programs/online-diploma-aromatherapy-master-aromatherapist/) to learn more about this program including professional outcomes and credentialing opportunities.

Graduates of the Diploma in Aromatherapy Master Aromatherapist will be able to:

- Explain modern and historic aromatherapy definitions, theories, practices, and methods of essential oil extraction and quality assessment.
- Communicate human anatomy, physiology, and medical terminology in the professional practice of aromatherapy.
- Assess essential oil constituents to formulate aromatherapy blends by evaluating their aroma, therapeutic actions, toxicity, pharmacokinetics, and pharmacodynamics (aroma, how they move through the body, and how they work)
- Recall essential oil botanical names, constituents, therapeutic actions, drug interactions, contraindications, toxicology, and methods of administration to develop safe and effective aromatherapy formulations.
- Compose evidence-based case study reports and literature reviews to contribute to the professional field of aromatherapy.
- Apply informed consent, intake skills, scope of practice, assessment skills, and aromatherapy protocols to design evidence-based aromatherapy wellness plans.
- Develop the components of an aromatherapy business to effectively implement record keeping, required insurance, scope of practice, ethics, legal considerations, marketing, and networking.

## Curriculum

Students complete 27 credits distributed in the following courses:

AROMA 101 Introduction to Aromatherapy

AROMA 203 Aromatherapy I

AROMA 303 Aromatherapy II

AROMA 304 Aromatherapy III

AROMA 305 Essential Oil Chemistry for Integrative Health Professionals

NAT 210 Introduction to Anatomy and Physiology for Wellness Professionals

NAT 211 Body Systems in Balance: Integrative Physiology I

NAT 212 Body Systems in Balance: Integrative Physiology II

NAT 306 Entrepreneurial Skills for Wellness Professionals

**Total Credits Required: 27**

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

Visit [achs.edu/programs/online-diploma-herbal-studies-master-herbalist/](https://achs.edu/programs/online-diploma-herbal-studies-master-herbalist/) to learn more about this program including professional outcomes and credentialing opportunities.

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

- Determine the legal and professional standards of herbal practice, including record keeping, required insurance, the scope of practice, ethics, legal issues, marketing, business management, professional networking, and supply sourcing.
- Examine the history, philosophy, and therapeutic models of global herbal healing systems.
- Evaluate current evidence-based herbal research methods, data, and applications.
- Describe human systems and appropriate medical terminology in the application of herbal support protocols and the study of materia medica.
- Implement competent herbal materia medica legal, safety, therapeutic indications, and administration strategies.
- Assess plant botany and sustainability best practices in the field of herbalism.
- Design safe and effective, evidence-based, holistic herbal lifestyle support plans.
- Develop evidence-based case study reports and literature reviews on pertinent herbal topics.

## Curriculum

Students complete 39 credits distributed in the following courses:

HERB 101 Foundations of Herbal Studies I

HERB 201 Foundations of Herbal Studies II

HERB 302 Herbal Materia Medica I

HERB 303 Herbal Materia Medica II

HERB 304 Herbal Materia Medica III

HERB 331 Botany and Plant Identification

NAT 210 Introduction to Anatomy and Physiology for Wellness Professionals

NAT 211 Body Systems in Balance: Integrative Physiology I  
NAT 212 Body Systems in Balance: Integrative Physiology II  
NAT 302 Integrative Pathophysiology I  
NAT 303 Integrative Pathophysiology II  
NAT 307 Healthcare Terminology  
NAT 306 Entrepreneurial Skills for Wellness Professionals

**Total Credits Required: 39**

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

Visit [achs.edu/programs/online-diploma-holistic-health-practice/](https://achs.edu/programs/online-diploma-holistic-health-practice/) to learn more about this program including professional outcomes and credentialing opportunities.

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

- Explain human anatomy, physiology, and medical terminology in the professional practice of holistic health.
- Interpret current research, including theories, practices, and ethical and cultural considerations to promote holistic health.
- Utilize effective communication skills to develop trust and confidence during client consultation sessions.
- Develop the components of a wellness business to effectively implement record keeping, insurance, scope of practice, ethics, legal considerations, marketing, networking, and state and federal regulations.
- Apply informed consent, intake skills, scope of practice, assessment skills, and wellness protocols in the design of evidence-based wellness plans.
- Identify opportunities for community agencies to promote health and wellness.

## Curriculum

Students complete 36 credits distributed in the following way:

- **Core Requirements:** Students complete 27 credits of core requirements including nutrition, anatomy and physiology, pathology, pathophysiology, healthcare terminology, and business and consulting.

HLTH 101 or NAT 101 or NUT 101 – Select One Course

NAT 210 Introduction to Anatomy and Physiology for Wellness Professionals

NAT 211 Body Systems in Balance: Integrative Physiology I

NAT 212 Body Systems in Balance: Integrative Physiology II

NAT 302 Integrative Pathophysiology I

NAT 303 Integrative Pathophysiology II

NAT 306 Entrepreneurial Skills for Wellness Professionals

NAT 307 Healthcare Terminology

NUT 308 Holistic Nutrition

- **Electives:** To complete this program, students select nine credits of elective study from the following electives

AROMA 101 Introduction to Aromatherapy

AROMA 203 Aromatherapy I

AROMA 303 Aromatherapy II

AROMA 304 Aromatherapy III

AROMA 305 Essential Oil Chemistry for Integrative Health Professionals

BIO 111 Introduction to Biology

BUS 101 Introduction to Business and Entrepreneurship

BUS 304 Business Communications for Wellness Professionals

BUS 390 Entrepreneurial Marketing for Integrative Health Professionals

CHEM 120 Chemistry for Health Sciences

ENG 101 Writing for Integrative Health Communication I

ENG 201 Writing for Integrative Health Communication II

ENV 201 Introduction to Environmental Science

HED 303 Stress Management and Emotional Health

HERB 101 Foundations of Herbal Studies I

HERB 201 Foundations of Herbal Studies II

HERB 302 Herbal Materia Medica I

HERB 303 Herbal Materia Medica II

HERB 304 Herbal Materia Medica III

HERB 331 Botany & Plant Identification

HLTH 101 Personal & Community Health

HLTH 201 Physical Activity & Wellness  
HLTH 202 History of Health and Healing  
HLTH 410 Community Health Planning  
HLTH 416 Public Health Education  
IHS 100 Principles & Practices of Integrative Health  
IHS 101 Integrative Health Approaches for Wellness  
MTH 101 Quantitative Reasoning I  
MTH 201 Quantitative Reasoning II  
NAT 101 Nutrition, Bodycare & Herbalism  
NAT 202 Energetic Modalities I: Flower Essences  
NAT 203 Historical Modalities I: Iridology  
NAT 204 Energetic Modalities II: Homeopathy  
NAT 305 Wellness Coaching & Communication Skills  
NUT 101 Introduction to Nutrition  
NUT 210 Evolution of Food and Culture  
NUT 301 Advanced Nutrition Principles I  
NUT 302 Advanced Nutrition Principles II  
NUT 303 Nutrition Across the Lifespan  
NUT 304 Sports Nutrition  
NUT 309 Topics in Holistic Nutrition  
NUT 311 Food Production & Healthy Cooking  
NUT 312 Nutrition Profession and Practice  
NUT 401 Nutrition and Dietary Supplements  
NUT 415 Nutrition Coaching & Communication Skills  
NUT 499 Special Topics in Nutrition – Vegetarian & Gluten-Free Diets Personal  
PFT 101 Fitness Training  
PHL 101 Think Smarter! Strengthening Reasoning and Writing Skills  
PHL 202 Applied Ethics  
PSY 101 Introduction to Psychology  
PSY 303 Health Psychology  
RES 301 Introduction to Research Methods  
SOC 101 Introduction to Sociology

**Total Credits Required: 36**

# Holistic Approaches to Mental Wellness Certificate in Aromatherapy, Herbal Medicine, and Nutrition

The Holistic Approaches to Mental Wellness Certificate provides a practical, easy-to-understand way to use essential oils, herbs, and nutrition to support mental wellness. This 9-credit, self-paced program offers a practical, evidence-informed approach to supporting stress, anxiety, depression, and PTSD with natural remedies. You'll learn how to integrate aromatherapy, herbal medicine, and nutrition into daily routines to support mental wellness for yourself and others.

Throughout the program, you'll explore how body systems, emotional health, and lifestyle factors intersect, and how holistic approaches can be used to promote resilience, support stress reduction, and improve quality of life. You'll also examine relevant research and practice designing personalized mental wellness plans to build confidence in applying what you learn.

With the flexibility of self-paced learning, you can work through the courses at your own pace while earning credits that contribute to your professional development. This certificate will help you learn how to use essential oils, herbs, and nutrition to help manage common mental health challenges and enhance overall well-being.

If you're looking for a grounded, hands-on approach to supporting mental health through natural remedies, this certificate offers practical tools that you can apply in everyday life.

Graduates of the Holistic Approaches to Mental Wellness Certificate in Aromatherapy, Herbal Medicine, and Nutrition will be able to:

- Identify key essential oils, herbs, and nutritional strategies to support emotional resilience and everyday mental wellness in order to create personalized mental wellness plans.
- Describe how aromatherapy, herbal medicine, and whole-food-based nutrition can be integrated into daily routines to support emotional balance and mental well-being by understanding how they influence the body and mind.
- Evaluate current research on the effects of plant-based therapies to critically assess their role in managing conditions like stress, anxiety, and mood.
- Demonstrate how to safely and effectively use essential oils and herbal remedies to incorporate holistic practices into everyday life for stress and anxiety management and mental clarity.
- Develop a holistic approach to mental wellness care by combining aromatherapy, herbal medicine, and nutrition to empower individuals to take charge of their mental wellness journey.
- Apply evidence-based practices from aromatherapy, herbal medicine, and nutrition to design and implement self-care routines that enhance mental wellness and emotional resilience.

## Curriculum

- **Core Requirements:** Students complete 9 credits of core requirements

AROMA 130 Holistic Support for Mental Wellness: Aromatherapy

HERB 130 Holistic Support for Mental Wellness: Herbal Medicine

NUT 130 Holistic Support for Mental Wellness: Holistic Nutrition

**Total Credits Required: 9**

### ***Notice for Oregon Residents:***

As of the publication of this catalog (August 2025), this program is not available for enrollment by Oregon residents. **ACHS** anticipates an update in **Fall 2025** and will **publish an addendum when available**. For the most current information, please contact the ACHS Admissions team at [admissions@achs.edu](mailto:admissions@achs.edu).

# Nature's Remedies: Crafting Aromatherapy, Herbal, and Nutritional Solutions for a Healthier Family and Community Certificate

This self-paced certificate program is tailored for individuals seeking to enhance their family's health through natural remedies. In this holistic journey, you'll learn the art of aromatherapy, herbalism, and restorative nutrition to support wellness and reduce the risk of disease. The program covers aromatherapy, teaching you how essential oils can boost mood, promote relaxation, and enhance focus. You'll also explore herbal formulation, combining herbs to create personalized wellness blends. You will develop and refine recipes, practice nutrient-preserving cooking techniques, and gain essential skills in safe food handling and storage using whole-food ingredients.

Through hands-on learning and practical application, you'll be empowered to take charge of your family's health naturally, while deepening your connection with nature and embracing a more sustainable lifestyle. This knowledge will not only benefit your immediate family but also position you as a valuable resource within your community, potentially opening up opportunities for sharing your experiences with other families seeking natural health solutions.

Graduates of the Nature's Remedies: Crafting Aromatherapy, Herbal, and Nutritional Solutions for a Healthier Family and Community Certificate will be able to:

- Identify a diverse range of herbs, essential oils, and whole foods used in crafting remedies for family and community wellness.
- Explain the principles and practices of herbal and aromatherapy formula-making, and whole food preparations development as they apply to creating remedies for everyday family health concerns.
- Evaluate the quality, safety, and potential benefits of various herbal preparations, essential oil blends, and nutrient-dense foods for addressing common family health issues.
- Demonstrate ability to create basic herbal preparations such as teas, tinctures, nutrient-rich meals, salves, and aromatherapy blends using proper techniques, nutritional principles, and safety measures.
- Develop wellness formulas that integrate herbs, essential oils, and nutrient-dense foods to address specific health goals to support the wellness needs of family members and community groups.
- Apply sustainable practices in crafting natural remedies, seasonal food practices and daily life to promote holistic well-being.

## Curriculum

- **Core Requirements:** Students complete 9 credits of core requirements

AROMA 120 Crafting Aromatherapy Solutions for a Healthier Family and Community

HERB 120 Crafting Herbal Formulations for a Healthier Family and Community

NUT 120 Crafting Nutritional Recipes for a Healthier Family and Community

**Total Credits Required: 9**

### ***Notice for Oregon Residents:***

As of the publication of this catalog (August 2025), this program is not available for enrollment by Oregon residents. **ACHS anticipates an update in Fall 2025 and will publish an addendum when available.** For the most current information, please contact the ACHS Admissions team at [admissions@achs.edu](mailto:admissions@achs.edu).

# Undergraduate Course Descriptions

## **AROMA 101 Introduction to Aromatherapy, 3 credits**

**Prerequisites: None**

AROMA 101 Introduction to Aromatherapy guides student through an exploration of the field of aromatherapy, from its historical roots to modern professional applications. Students will learn what essential oils are, why plants produce them, and how they are extracted from plants. Students learn how to perform organoleptic testing using the five senses to evaluate and experience essential oils. Students learn how essential oils are used through topical and inhalation application methods. The class introduces the profiles of important essential oils and practices creating and using aromatherapy formulas with them. This is a fun and interactive class preparing students to study professional aromatherapy or using essential oils safely and effectively at home.

## **AROMA 120 Crafting Aromatherapy Solutions for a Healthier Family and Community, 3 credits**

**Prerequisites: None**

Discover the power of aromatherapy for your family's well-being in this comprehensive course. Learn to harness the therapeutic benefits of important essential oils to enhance sleep, support immune function, and create a harmonious home environment. This hands-on course will guide you through the basics of aromatherapy practices, safe blending techniques, and practical applications for everyday family health and wellness concerns. By the end, you'll be crafting your own custom blends for relaxation, first aid, and natural cleaning, empowering you to nurture your family's health naturally and create a more vibrant, aromatic home life.

## **AROMA 130 Holistic Support for Mental Wellness: Aromatherapy, 3 credits**

**Prerequisites: None**

This course explores the holistic integration of aromatherapy into mental wellness routines, emphasizing the safe and effective use of essential oils to support emotional resilience, mental clarity, stress relief, and sleep. Students will learn the principles of holistic health, understand how essential oils interact with the brain and body,

evaluate scientific research, and practice creating simple, personalized aromatherapy strategies. The course incorporates foundational knowledge from herbalism and nutrition to present a whole-person approach to mental well-being.

## **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 203**

AROMA 303 Aromatherapy II prepares students for professional aromatherapy applications through a thorough exploration of essential oil materia medica and practice developing evidence-based aromatherapy support plans. This course also examines toxicology issues related to essential oils and aromatherapy, discussing important safety concerns, and best practices for working with low therapeutic margin essential oils. Student practice creating essential oil blend formulas, creating and using aromatherapy preparations, and analyzing the therapeutic properties of these formulas. Students practice researching an aromatherapy topic and communicating information found in aromatherapy research. This class is highly informative and students leave with ready to apply aromatherapy knowledge and skills.

## **AROMA 304 Aromatherapy III, 3 credits**

**Prerequisites: AROMA 203**

AROMA 304 Aromatherapy III this course prepares students for therapeutic use of essential oils and aromatherapy through advanced exploration of essential oil materia medica and practice developing evidence-based aromatherapy support plans. Students explore the concept of synergy as it relates to essential oils, essential oil constituents, and essential oil blends for therapeutic purposes. Student practice analyzing essential oils and essential oil blends for their therapeutic actions and potential role in aromatherapy preparations. Students develop and practice utilizing evidence-based

therapeutic essential oil blends and discuss key research developments related to aromatherapy theory.

## **AROMA 305 Essential Oil Chemistry for Integrative Health Professionals, 3 credits**

**Prerequisites: Prior aromatherapy formal training or prior chemistry (aromatherapy-specific chemistry not required) is recommended**

This course explores the chemical components of plant essential oils. Students will learn the names, general structural features, key safety concerns, therapeutic actions, and aromas of key essential oil chemical constituents. This course starts with an introductory review of foundational chemical terms and principles. It discusses how plants create essential oils and the types of organic chemical families found in essential oils. Students connect this information with real aromatherapy applications through practical lab exercises where they perform organoleptic testing with isolated essential oil constituents (for example, linalool) and a corresponding essential oil that contains that constituent (for example, lavender). This course also examines essential oil quality assessment techniques and how essential oil constituents interact with the body. This class is exciting and valuable for anyone working with botanicals or in integrative health, natural product development, or perfumery.

## **BIO 111 Introduction to Biology, 3 credits**

**Prerequisites: None**

This course is intended as an introduction to the study of biology, genetics, ecology, and evolution. Topics include a short history of biology, scientific method, basic chemistry of life, cell structure and function, photosynthesis, cell respiration, cell reproduction, genetics, evolution and ecology.

## **BUS 101 Introduction to Business and Entrepreneurship, 3 credits**

**Prerequisites: None**

This course provides students with an overview of business in an increasingly global society serving as an introduction to business terminology, concepts, environments, systems, strategies, and current issues. Topics include an overview of the business

environment, business ethics, entrepreneurship and global business, management, marketing, production, information systems, and financial elements of business. This course provides a solid business foundation for more detailed and higher-level study in subsequent courses.

## **BUS 304 Business Communications for Wellness Professionals, 3 credits**

**Prerequisites: None**

This course provides the foundations for integrative health business communication, including letters, memos, electronic communication, written reports, oral presentations, and interpersonal communication. The course also includes reviewing resumes, application letters, interviewing tips, and employment follow-up documents to help prepare students to navigate as wellness professionals.

## **BUS 390 Entrepreneurial Marketing for Integrative Health Professionals, 3 credits**

**Prerequisites: None**

BUS 390 explores the strategic application of entrepreneurial marketing principles tailored for the integrative health landscape. This course immerses participants in comprehensive strategies essential for success within the dynamic, holistic healthcare industry. Students create a marketing plan for a small business by integrating fundamental marketing concepts and specialized approaches. The curriculum blends theoretical frameworks with practical applications, fostering engaging discussions and assignments with real-world applications.

## **CHEM 120 Chemistry for Health Sciences, 3 credits**

**Prerequisites: None**

Chemistry is a branch of science that studies matter and evaluates its structure and properties. In this course, students will learn the fundamentals of measurements in chemistry and the scientific method and study the periodic table's atoms, elements, and trends. Chemical bond formation and chemical reactions and applications of these concepts to biological systems are explored with a focus on medical and health-related aspects.

## **ENG 101 Writing for Integrative Health Communication I, 3 credits**

**Prerequisites: None**

This course is designed to equip students with the practical writing skills necessary for effective communication in the integrative health industry. This course focuses on developing proficiency in crafting engaging social media posts, creating infographics, and composing professional emails. Through a combination of theoretical knowledge and hands-on practice, students will learn how to create compelling and persuasive content tailored to various audiences in the integrative health field.

## **ENG 201 Writing for Integrative Health Communication II, 3 credits**

**Prerequisites: None**

Building upon the foundational skills acquired in ENG 101, ENG 201 offers continued exploration of writing in the integrative health industry. This course is designed to deepen students' proficiency in persuasive writing, specifically focusing on creating impactful brochures and engaging blog posts. Through a combination of theoretical insights and hands-on practice, students will refine their ability to craft compelling narratives, incorporating persuasive techniques to influence and inform stakeholders within the integrative health field.

## **ENV 201 Introduction to Environmental Science, 3 credits**

**Prerequisites: None**

This course is designed as a one-semester, non-majors environmental science course. The goal is to provide an up-to-date, introductory view of essential themes in environmental science along with offering students numerous opportunities to practice scientific thinking and active learning. This course is intended for students interested in understanding how humans and other species interact with one another and with their surrounding physical environment. Students will investigate how different ecosystems function and respond to changes in various biological, chemical, and geological processes. Both historical and recent examples will be examined to illustrate how human activities impact natural systems and vice versa.

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

## **HERB 101 Foundations of Herbal Studies I, 3 credits**

**Prerequisites: None**

This course provides students with the foundational principles of the art and science of herbalism. Students will explore the historical use of herbs, methods of create key types herbal preparations. Students will also be immersed in foundational herbal materia medica, learning the botanical profiles and therapeutic uses of important botanicals. This interactive course includes an herb kit which students use for hands-on practical lab assignment and discussions, which allow them to interact with the herbs studied. This course supports students to build their herbal studies knowledge base, interact in their community of other herbal studies students, practice making simple herbal remedies, and central administration strategies in herbalism.

## **HERB 120 Crafting Herbal Formulations for a Healthier Family and Community, 3 credits**

**Prerequisites: None**

This course introduces you to common herbs found in many kitchens and gardens, teaching their names and unique properties to support family health. You'll explore how these plants interact with the human body to promote wellness in simple, easy-to-understand terms. Safety techniques for creating basic herbal preparations like soothing teas, effective tinctures, and nourishing salves are covered. Additionally, you'll identify the benefits and potential risks of different herbs, empowering you to

make informed choices for your family's health. By the end of the course, you'll be crafting simple herbal remedies to support immune health, ease digestion, first aid, and promote relaxation. Discover how to harness the power of herbs for your family's health and wellness.

## **HERB 130 Holistic Support for Mental Wellness: Herbal Medicine, 3 credits**

### **Prerequisites: None**

This course provides an introduction to understanding mental health imbalances like anxiety and depression through herbal strategies. This course explains why mental health imbalances occur, how they show up in symptoms like anxiety, worry, tension, stress and depression and explores how herbs can support relaxation, stress relief, a sense of well-being and a calm state-of-mind. Using current research, students will learn how commonly available herbs work to balance the body and mind. In this highly practical course, learners will discover simple herbal sleep, stress, relaxation and calming formulas to steady their body, mind and mood. All content is presented for those who are new to college-level study or unfamiliar with holistic health. By the end, students will have a personal toolkit of natural anxiety, stress and depressed mood management strategies and an understanding of when to seek professional help for anxiety or depression beyond self-care.

## **HERB 201 Foundations of Herbal Studies II, 3 credits**

### **Prerequisites: None**

This course immerses students with intermediate knowledge of foundational principles in the art and science of herbalism. Students continue their herbal materia medica studies with exploration of herbal formulation, dosages, herbal safety and the therapeutic use of important botanicals. This course includes an herb kit which students use to complete hands-on practical lab assignments and discussions, interacting with the herbs and formulas studied. Students practice components of applying their materia medica and formulating knowledge to hypothetical case study discussions, where students can receive support and interaction with their peers and instructor.

## **HERB 302 Herbal Materia Medica I, 3 credits**

**Prerequisites:** None

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.

## **HERB 303 Herbal Materia Medica II, 3 credits**

**Prerequisites:** HERB 302

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 302

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.

## **HERB 331 Botany and Plant Identification, 3 credits**

**Prerequisites:** None

This course is designed to help students understand the identification of plants based on their scientific classification. Key plant families are studied in depth to provide a basis for identification of plants in the field. The course also covers the extensive vocabulary of botany and plant identification, as they relate to roots, stems, leaves, surfaces, inflorescences, flowers, and fruits.

## **HLTH 101 Personal and Community Health, 3 credits**

**Prerequisites: None**

This course provides a comprehensive exploration of the principles and practices essential for achieving optimal health and wellness at the personal level. It is designed to equip students with the knowledge and skills necessary to understand and address a wide range of health issues that impact individuals.

## **HLTH 201 Physical Activity and 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.

## **HLTH 202 History of Health and Healing, 3 credits**

**Prerequisites: None**

This course offers a survey of the evolution of health and healing practices from ancient civilizations to the present day. It provides an insightful and thought-provoking overview of how different cultures and societies have approached health and healing throughout history. Students will explore key developments in medical knowledge and practices, from early herbal remedies and traditional healing methods to the rise of modern medicine and contemporary healthcare systems. By examining the social, cultural, and technological factors that have influenced health practices, students will gain a broad understanding of the historical context that shapes current health and wellness perspectives. This course encourages students to appreciate approaches to health and healing across time and to reflect on how past practices inform present-day health and wellness.

## **HLTH 410 Community Health Planning, 3 credits**

**Prerequisites: None**

This course involves a systematic examination of the health status of the population including the common illnesses affecting the general population and how to minimize them through community action. This course also examines the major communicable diseases and non-communicable diseases, as well as food and nutrition, healthcare and the elderly, environmental health, and occupational health and safety. It concludes with a community health planning model with strategies, program design, and target population.

## **HLTH 416 Public Health Education, 3 credits**

**Prerequisites: None**

This course presents health education and health promotion in several contexts: public and community health, school health, and worksite health. HLTH 416 offers a unique focus on actively involving students in the educational process, from determining objectives, to instructional activities, to program evaluation. Students will be better prepared to plan, implement, and evaluate health education and health promotion programs, as well as discover ways to involve clients more actively and effectively.

## **IHS 100 Principles and Practices of Integrative Health, 1 credit**

**Prerequisites: None**

IHS 100 introduces students to the field of integrative health. Students will explore the principles of aromatherapy, holistic nutrition, herbal medicine, and other wellness modalities. Students will critically evaluate the history, scientific evidence base, efficacy, and safety of each modality and learn to integrate modalities to support health and well-being.

## **IHS 101 Integrative Health Approaches for Wellness, 3 credits**

**Prerequisites: None**

This course explores the field of integrative health and wellness, building familiarity with the variety of modalities that fall under the integrative health umbrella along with their fundamental or core concepts, methodologies, and theoretical foundations. Students investigate the multifaceted meaning of the terms “holistic” and “integrative” and consider how each modality fits within the holistic health paradigm. Current research will be explored, including the role of the National Center for Complementary and Integrative Health (NCCIH), part of the National Institute of Health (NIH).

## **MTH 101 Quantitative Reasoning I, 3 credits**

**Prerequisites: None**

This course will explore concepts and applications of math skills related to common workplace problems and real-life situations. Students will be introduced to topics including Working with Numbers, Percents, Ratios, Proportions, Basic Algebra, Reasoning, Estimation, Equation and Problem Solving, Financial Mathematics, and Geometry.

## **MTH 201 Quantitative Reasoning II, 3 credits**

**Prerequisites: None**

This course will explore concepts and applications of math skills related to common workplace problems and real-life situations. Students will be introduced to topics including Linear Equations, Graphing, Functions, Quadratic Functions, Exponential Functions, Financial Math, Data Collection & Sampling, Graphic Displays of Data, and Statistics.

## **NAT 101 Nutrition, Bodycare and 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 – Prior or concurrent anatomy & 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.

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 Introduction to Anatomy and Physiology for Wellness Professionals, 3 credits**

**Prerequisites: None**

This course introduces the structure and function of the human body, emphasizing the interrelationships between all major organ systems. Students will explore the skeletal, muscular, nervous, cardiovascular, respiratory, digestive, urinary, endocrine, lymphatic, immune, and reproductive systems. Foundational topics such as the chemistry of life, cellular function, and tissue organization will also be covered. Designed for students pursuing holistic healthcare careers, this course emphasizes the integration of body systems in maintaining homeostasis and overall health.

## **NAT 211 Body Systems in Balance: Integrative Physiology I, 3 credits**

**Prerequisites: NAT 210 or taken concurrently with NAT 210**

This course further integrates anatomy and physiology studies for integrative wellness professionals with a survey of common diseases affecting body systems. Students will

develop a foundational knowledge of various diseases affecting the integumentary, skeletal, muscular, nervous, and endocrine systems and their implications for the body's ability to maintain homeostasis. Students will explore common conditions' etiology, signs, and symptoms and evaluate conventional and integrative support strategies. Students will develop clinical reasoning skills by investigating the clinical correlates and holistic highlights covered in this course and exploring various interventions, including aromatherapy, herbal medicine, holistic nutrition, wellness coaching, and other integrative modalities.

## **NAT 212 Body Systems in Balance: Integrative Physiology II , 3 credits**

**Prerequisites: NAT 211 or taken concurrently with NAT 211**

This course further integrates anatomy and physiology studies for integrative wellness professionals with a survey of common diseases affecting body systems. Students will develop a foundational knowledge of various diseases affecting the circulatory, cardiovascular, respiratory, excretory, digestive, and reproductive systems and their implications for the body's ability to maintain homeostasis. Students will explore common conditions' etiology, signs, and symptoms and evaluate conventional and integrative support strategies. Students will develop clinical reasoning skills by investigating the clinical correlates and holistic highlights covered in this course and exploring various interventions, including aromatherapy, herbal medicine, holistic nutrition, wellness coaching, and other integrative modalities.

## **NAT 302 Integrative Pathophysiology I, 3 credits**

**Prerequisites: None – Prior or concurrent anatomy & physiology training is recommended**

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 Integrative Pathophysiology II, 3 credits**

**Prerequisites: None – Prior or concurrent anatomy & physiology training is recommended**

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 adopt healthy lifestyles. The course requires recorded wellness coaching sessions.

## **NAT 306 Entrepreneurial Skills for Wellness Professionals, 3 credits**

**Prerequisites: None**

This course helps you bridge the gap from your specialty to the real world, with focused topics including self-reflection and goal setting, laws and ethics, communication, marketing (including inbound marketing and social media), privacy, and more. Designed to be rewarding and applicable no matter where you plan to go after graduation.

## **NAT 307 Healthcare Terminology, 3 credits**

**Prerequisites: None – Prior or concurrent anatomy & physiology training is recommended**

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.

## **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 120 Crafting Nutritional Recipes for a Healthier Family and Community, 3 credits**

**Prerequisites: None**

This course guides you through practical healthy cooking for your family and community. You'll learn to identify nutrient-dense ingredients, apply simple techniques to enhance the health value of everyday meals, and create flavorful dishes without compromising taste. Through hands-on exploration, you'll practice safe cooking methods that preserve nutrients and compare traditional recipes with wholesome counterparts and adapt meals to meet a variety of dietary and lifestyle needs. By the end of the course, you'll be creating balanced, delicious recipes that promote wellness and sustainability for you, your family, and the community you care about.

## **NUT 130 Holistic Support for Mental Wellness: Holistic Nutrition, 3 credits**

**Prerequisites: None**

This course explores the dynamic connection between nutrition and mental well-being, offering a comprehensive, evidence-based approach to using food as a tool for emotional and psychological health. You will begin by examining the foundational principles of holistic nutrition and its application to mental wellness. Key nutrients and their roles in influencing mood and stress will be identified, equipping you with the

knowledge to make informed dietary choices. You will develop skills to support stress relief, mood regulation, and relaxation through practical activities such as meal creation, supplementation, and scientific evaluation. The course culminates in developing a personalized nutrition plan tailored to a specific mental wellness goal, enabling you to integrate holistic strategies into daily life. Designed for those interested in the intersection of food, science, and holistic care, this course empowers you to support your mental health through nutrition proactively.

## **NUT 210 Evolution of Food and Culture, 3 credits**

**Prerequisites: None**

Food is eaten for sustenance, pleasure and has shaped cultures, religions and history. In this course, the student will explore the migration of people to the United States as well as within the United States from rural areas to urban areas in the early 20th century. The change in food and eating habits as a function of loss of culture, technical and agricultural innovations that affected the food industry during this time frame will be studied. The student will explore how these actions have profoundly affected the health and wellness of the population resulting in increased chronic diseases and autoimmune diseases. Food selection, preparation and recipes to restore balance of the body and reduce the risk of detrimental health effects are studied using whole foods, fermented foods, herbs and healthy sources of fats.

## **NUT 301 Advanced Nutrition Principles I, 3 credits**

**Prerequisites: None – Prior or concurrent nutrition training is recommended**

This course will present principles of nutrition through the study of human metabolism and nutrients essential to human life. Emphasis will be on understanding therapeutic nutrition recommendations related to disease processes, as well as nutrition needs for health through the life cycles and for physical performance. The course will include practical experiences in assisting individuals in diet modification, community service related to food production/consumption, and research of specific diet recommendations.

## **NUT 302 Advanced Nutrition Principles II, 3 credits**

**Prerequisites: NUT 301**

This course continues from NUT 301, presenting principles of nutrition through the study of human metabolism and nutrients essential to human life. Emphasis will be on understanding therapeutic nutrition recommendations for health through the life cycles and for physical performance. The course will include practical experiences in assisting individuals in diet modification, community service related to food production/consumption, and research of specific diet recommendations.

## **NUT 303 Nutrition Across the Lifespan, 3 credits**

**Prerequisites: None – Prior or concurrent nutrition training is recommended**

This course provides an in-depth exploration of nutrition sequentially from embryo to old age. It covers specific factors that influence health and dietary behaviors and considerations for specific life spans, such as nutrition needs during pregnancy and breastfeeding and during infancy to adolescence—including nutrition for children with developmental delays and disabilities. This course discusses dietary and activity patterns that promote optimum health and reduced risk of chronic disease in the adult years.

## **NUT 304 Sports Nutrition, 3 Credits**

**Prerequisites: None**

This course will offer strong research-oriented coverage of both nutrition and exercise physiology with practical, applied information useful to students who will counsel and provide dietary and training guidelines to athletes.

## **NUT 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 detailed understanding of nutrition in recent years. NUT 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, NUT 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 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.

## **NUT 311 Food Production and Healthy Cooking, 3 credits**

**Prerequisites: None**

This course covers the how's and the why's to produce safe, high-quality foods. Its goal is to help students develop an understanding of food preparation and science within the context of societal concerns related to health and food safety. By integrating scientific principles of food preparation with basic production techniques, students develop a strong foundation in each of the topics.

Designed to give students the background knowledge necessary to make health-promoting food habits a natural part of their lives, this course explores the ways in which quality food and beverage complement each other and enhance the pleasures of the table, and highlights various cultural food traditions, the history of food, and the connections between lifestyles, diet, health, work, and environment.

## **NUT 312 Nutrition Profession and Practice, 3 credits**

**Prerequisites: None**

This course provides detailed descriptions of a broad spectrum of career choices as well as information on specific practice areas in which today's nutrition professionals are employed. In addition, this course covers emerging areas of practice that require specific knowledge and skills along with a broad understanding of community health needs. The course takes a conceptual approach that includes historical background, educational requirements, and roles and functions of nutrition professionals.

## **NUT 401 Nutrition and Dietary Supplements, 3 credits**

**Prerequisites: None – Prior or concurrent nutrition training is recommended**

This course reviews evidence-based information to support the clinical use of more than 50 different natural herbs, supplements, and nutrients. Students will understand and discuss available nutrition and dietary supplement support for more than 30 common health conditions.

## **NUT 415 Nutrition Coaching and Communication Skills, 3 credits**

**Prerequisites: None – Prior or concurrent nutrition training is recommended**

This course teaches students how to clearly and effectively talk with clients about nutrition. It also provides detailed counseling and communications strategies, and discussions of relevant social, cultural, and psychological factors that give students a realistic, hands-on approach to developing their counseling skills.

## **NUT 499 Special Topics in Nutrition – Vegetarian and Gluten-Free Diets, 3 credits**

**Prerequisites: None – Prior or concurrent nutrition training is recommended**

This course highlights the current trends and research on vegetarian diets and translates the information into practical ideas to assist dietitians and other healthcare providers in aiding their clients. The course presents vital information on vegetarian nutritional needs, healthier and more satisfying diets, as well as guidelines for supporting clients of all ages and clients with special considerations, such as pregnant women, athletes, and diabetics. The course takes into account new research, epidemiological studies, debates, and changes in the food market as well as the different types of vegetarian diets.

In addition, this course presents information on nutritional information and practical strategies for healthy gluten-free living. With increased awareness and, consequently, the increase in the number of people diagnosed with celiac disease, clear guidelines on how to embrace a gluten-free diet are crucial. Finally, the dairy free diet is discussed along with tips for dairy free food preparation.

## **PFT 101 Personal Fitness Training, 3 credits**

**Prerequisites: None**

PFT 101 Personal Fitness Training is based on the National Academy of Sports Medicine (NASM) training model. In this course, you will study a systematic approach to program design with exercise program guidelines and variables, protocols for building stabilization, strength, and power programs. You will learn how to conduct individualized assessments, and design safe, effective, and individualized exercise and conditioning programs which are scientifically valid and based on clinical evidence to clients with no medical or special needs.

This course is designed to prepare students to sit at the NASM Certified Personal Trainer (CPT) exam. The CPT exam requires that students also have a CPR/AED certification. CPR/AED certifications are accepted from the American Heart Association, American Red Cross, American Safety and Health Institute, St. John Ambulance, Emergency Care & Safety Institute, or Emergency Medical Technician. Before taking the CPR/AED from another provider, please contact NASM to confirm acceptance. Learn more at [nasm.org/certified-personal-trainer/personal-trainer-exam](https://nasm.org/certified-personal-trainer/personal-trainer-exam).

## **PHL 101 Think Smarter! Strengthening Reasoning and Writing Skills, 3 credits**

**Prerequisites: None**

This is an introductory course to help you build the writing, research, and critical thinking skills necessary for academic and professional success. This course is organized into three sections: writing skills, research skills, and critical thinking skills. Each section presents a specific group of skills that builds on the previous section.

## **PHL 202 Applied Ethics, 3 credits**

**Prerequisites: None**

This course examines the dynamic role of ethics in modern society. Students analyze ethical standards through philosophical beliefs and values in personal and professional settings.

## **PSY 101 Introduction to Psychology, 3 credits**

**Prerequisites: None**

PSY 101 introduces human behavior. It includes the study of the theories 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.

## **PSY 303 Health Psychology, 3 credits**

**Prerequisites: None**

The course introduces students to the field of health psychology and various issues that relate to this sub-discipline within the broader field of psychology. The goal is to examine the effects of people's thoughts, emotions, motivations, and actions on the maintenance of good health and in the prevention of, support of, and recovery from illness. The course focuses on achievement and maintenance of health, on the experience of illness, and people's attempts to cope with the challenges of disease and the acquisition of medical care. Throughout the course, we review extensive scientific findings regarding the deep intertwining of psychological factors with issues of health and healing. An important goal of the course is to help students understand, predict, explain, and ultimately change health-related behavior.

The course includes a wide range of psychological factors in the maintenance of good health and in the prevention of, and recovery from illness including: Behavioral contributions to illness, lifestyle risk factors, stress and the immune system, psychological response to symptoms and caregivers, health habits and self-care, management of pain and chronic illness, and disability and terminal illness.

## **RES 301 Introduction to Research Methods, 3 credits**

**Prerequisites: None**

This course provides an overview of how the research process works. Students will learn primary, secondary, and tertiary study approaches, including case-series, cross-sectional surveys, case-control studies, cohort studies, experimental studies, qualitative studies, and correlational studies. Students will also learn the procedures

used for data collection, management, and analysis and gain an understanding of the ethical standards applied to human health research. Lastly, students will learn the skills to formulate a research question; locate, interpret, evaluate, and use published literature; and write an academic research paper.

## **SOC 101 Introduction to Sociology, 3 credits**

**Prerequisites: None**

This course explores sociological processes that underlie everyday life. SOC 101 focuses on globalization, perspectives across global communities, critical thinking, new technology, and the growing influence of mass media.

# Graduate Programs of Study

This section contains the curriculum requirements to be followed by students enrolling for the first time (or readmitting) in ACHS graduate degree, certificate, and diploma programs from the date indicated in this Catalog.

Students can enroll for up to nine semester credits before applying to a certificate, diploma, or degree program. Graduate courses require at least three hours of study per week, per semester credit. For example, expect a three semester credit course to require at least nine hours per week of study time. Courses are offered in standard terms of 15 or 7.5 weeks.

## Graduate Programs Offered

### Graduate Degree Programs

Doctor of Science in Integrative Health  
Master of Science in Aromatherapy  
Master of Science in Integrative Health Sciences  
Master of Science in Health and Wellness  
Master of Science in Herbal Medicine  
Master of Science in Holistic Nutrition

### Graduate Certificate Programs

Graduate Certificate in Aromatherapy  
Graduate Certificate in Integrative Health and Wellness  
Graduate Certificate in Herbal Medicine  
Graduate Certificate in Holistic Nutrition  
Graduate Certificate in Wellness Coaching

### Program Elective Tracks

ACHS's student body brings together students of varied backgrounds who bring unique experience, knowledge, and creativity to the classroom. In applicable programs, students may select a guided pathway to specialize their program, also called an elective track, or select remaining credits from a wide range of elective options. View each program in this catalog or visit [achs.edu/academics/](https://achs.edu/academics/) for more information.

## Rate of Pursuit

ACHS recommends graduate students study at least half-time, generally two courses per semester. This rate of pursuit is encouraged for graduate students to create an environment that fosters a distinct learning advantage and allows students to complete their master's degree in two years. A less than half-time schedule may result in a wait for preferred courses.

## Professional Skills Pathways

Graduate students at ACHS can deepen their expertise through Professional Skills Pathways in Botanicals, Nutrition, or Wellness Coaching. These curated elective tracks culminate in the Advanced Practice level, designed to support career advancement and specialization in integrative health. View each program in this catalog or visit [achs.edu/achs-academics](https://achs.edu/achs-academics) for more information.

## Recommended Course Sequence

Admissions and student services advisors work with students to provide them with an academic plan prior to enrollment. This guided pathway is developed by ACHS faculty, subject matter experts, and academic advisors and is designed to promote student success. Some students may be asked to take courses in a particular order following assessment of their previous education and experience, even if there is not a specific prerequisite for a course.

## Disclaimer

Graduation from any ACHS program does not confer a license to practice medicine. ACHS graduates do not claim to treat, diagnose, cure, or prescribe.

Please note that professional success is achieved by a number of factors beyond education and experience including soft skills, work ethic, integrity, and other skills that may not be developed through education and training alone. Not all graduates will achieve the career outcomes provided as examples in the following pages and in ACHS marketing materials.

# 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.

Visit [achs.edu/programs/online-master-of-science-in-aromatherapy/](https://achs.edu/programs/online-master-of-science-in-aromatherapy/) to learn more about this program including professional outcomes and credentialing opportunities.

Graduates of the Master of Science in Aromatherapy program will:

- Examine aromatherapy research to understand how essential oils interact with the body's systems and produce physical and psychological effects.
- Evaluate modern and historic aromatherapy definitions, philosophy, practices, and methods of essential oil extraction and quality evaluation.
- Integrate human anatomy, physiology, and appropriate medical terminology into the professional practice of aromatherapy.
- Assess essential oil chemical components to effectively apply their aroma, therapeutic effects, toxicity, and interactions with body systems for professional aromatherapy uses.
- Implement detailed essential oil materia medica knowledge to utilize botanicals sustainably, ethically, and safely in professional aromatherapy.
- Simulate the components of creating an aromatherapy business to effectively implement record keeping, required insurance, scope of practice, ethics, legal issues, marketing, and professional networking.
- Design safe, effective, evidence-based, holistic aromatherapy lifestyle support plans to follow best practices for informed consent, intake skills, the scope of practice, assessment skills, and aromatherapy applications.
- Synthesize a study or research review on a current issue or theory in aromatherapy.

## Curriculum

Students complete 36 credits distributed in the following courses:

RES 501 Assessment and Integration of Research

AROMA 501 Foundations of Aromatherapy

NAT 501 Anatomy and Physiology I

AROMA 503 Aromatherapy I

NAT 502 Anatomy and Physiology II

AROMA 504 Aromatherapy II

NAT 503 Integrative Pathophysiology I

AROMA 505 Aromatherapy III  
HED 503 Stress Management and Emotional Health  
AROMA 507 Essential Oil Chemistry for Integrative Health Professionals  
NAT 515 Wellness Coaching and Communication Skills  
CAP 501 Masters Capstone Project

**Total Credits Required: 36**

# Master of Science in Health and Wellness

The Master of Science in Health and Wellness degree program provides training in health promotion and is designed to prepare graduates to empower others to achieve wellness and develop wellness programs in non-clinical settings through education and coaching. Graduates of this program will have the knowledge and training to support and develop community programming and client education.

Visit [achs.edu/programs/online-master-science-health-and-wellness/](https://achs.edu/programs/online-master-science-health-and-wellness/) to learn more about this program including professional outcomes and credentialing opportunities.

Graduates of the Master of Science in Health and Wellness program will:

- Develop strategies to provide people with information to make healthy choices in nutrition and lifestyle.
- Create activities and coalitions with community organizations to promote health policies that improve health and wellness.
- Interpret current research, theories, practices, ethical and cultural issues, and research methods to support integrative health and wellness.
- Explain the body's structure and function in health and disease to professionals, clients, and consumers.
- Evaluate when to refer individuals to other healthcare providers for diagnosis and treatment.
- Synthesize a study or research review on a current issue or theory in health and wellness.

## Curriculum

Students complete 36 credits distributed in the following way:

- **Core Requirements:** Students complete 24 credits of core requirements including graduate-level research, anatomy and physiology, pathology, pathophysiology, stress management, wellness coaching, and a capstone project.

RES 501 Assessment and Integration of Research

HED 503 Stress Management and Emotional Health

NAT 501 Anatomy & Physiology I

NAT 515 Wellness Coaching & Communications Skills

NAT 502 Anatomy & Physiology II

NAT 503 Integrative Pathophysiology I

NAT 504 Integrative Pathophysiology II

CAP 501 Masters Capstone Project

- **Electives:** To complete this program, students select 12 credits of elective study.

AROMA 501 Foundations of Aromatherapy

AROMA 503 Aromatherapy I

AROMA 504 Aromatherapy II

AROMA 505 Aromatherapy III

AROMA 507 Essential Oil Chemistry for Integrative Health Professionals

BUS 510 Organizational Effectiveness and Leadership

BUS 512 Managerial Economics

BUS 514 Business Law

BUS 516 Accounting and Financial Management

BUS 518 Project Management

BUS 522 Entrepreneurial Skills for Wellness Professionals

BUS 531 Human Capital

BUS 533 Operations & Value Chain Management

BUS 535 Sustainable Community Economics

CHEM 501 General, Organic, and Biochemistry

HERB 502 Advanced Herbal Materia Medica I

HERB 503 Advanced Herbal Materia Medica II

HERB 504 Advanced Herbal Materia Medica III

HERB 521 Principles of Pharmacognosy and Phytochemistry

HERB 531 Botany and Plant Identification for Holistic Practitioner

HERB 541 Safety & Metabolism of Botanical Supplements  
HLED 553 Foundations of Health Education  
HLED 554 Program Planning for Health Educators  
HOM 501 Homeopathy  
IHS 500 Introduction to Integrative Health Theory  
NUT 501 Integrative Health and Nutrition Fundamentals  
NUT 502 Macronutrients for Integrative Health  
NUT 503 Micronutrients for Integrative Health  
NUT 504 Advanced Sports Nutrition  
NUT 505 Integrative Approaches to Nutrition and Disease Management  
NUT 509 Graduate Topics in Holistic Nutrition  
NUT 510 Nutrition and Dietary Supplements

**Total Credits Required: 36**

# Master of Science in Herbal Medicine

The mission of the MS 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 the use of herbs for health and wellness.

Visit [achs.edu/programs/master-of-science-in-herbal-medicine/](https://achs.edu/programs/master-of-science-in-herbal-medicine/) to learn more about this program including professional outcomes and credentialing opportunities.

Graduates of the Master of Science in Herbal Medicine degree program will:

- Analyze current research in herbal medicine to evaluate the safety, efficacy, and validity of various herbal protocols.
- Synthesize knowledge of herbal medicine with other healthcare modalities to develop integrative support plans that incorporate herbal remedies as part of a comprehensive healthcare approach.
- Design safe, effective, evidence-based, holistic herbal lifestyle support plans to follow best practices for informed consent, intake skills, the scope of practice, assessment skills, and herbal applications.
- Apply understanding of herbal medicine to create herbal approaches for promoting optimal wellness.
- Integrate emerging research in herbal medicine, staying up-to-date with new scientific discoveries and innovations.
- Recognize the role of herbal remedies in traditional healing practices and their relevance in contemporary healthcare settings.
- Integrate human anatomy, physiology, and appropriate medical terminology into the professional practice of herbal medicine.
- Synthesize a study or research review on a current issue or theory in herbal medicine.

## Curriculum

Students complete 36 credits distributed in the following courses:

RES 501 Assessment and Integration of Research

HERB 502 Advanced Herbal Materia Medica I

NAT 501 Anatomy and Physiology I

HERB 503 Advanced Herbal Materia Medica II

NAT 502 Anatomy and Physiology II

HERB 504 Advanced Herbal Materia Medica III  
NAT 503 Integrative Pathophysiology I  
HERB 531 Botany and Plant Identification for the Holistic Practitioner  
HERB 521 Principles of Pharmacognosy and Phytochemistry  
HERB 541 Safety and Metabolism of Botanical Supplements  
NAT 515 Wellness Coaching and Communication Skills  
CAP 501 Masters Capstone Project

**Total Credits Required: 36**

# Master of Science in Holistic Nutrition

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.

The Master of Science in Holistic Nutrition degree program provides professional holistic nutrition and wellness education from which community programming and client education can be based. This program trains graduates to apply current nutrition theories to a wide range of healthcare practices and develop nutrition and lifestyle plans for individuals, organizations, and community groups. Students in this program will be able to develop holistic nutrition advocacy plans that consider policy-making, academic research, manufacturing, and leadership. Students will also conduct a study or research review on a current issue or theory in integrative health and functional nutrition as part of their Capstone.

Visit [achs.edu/programs/online-master-science-holistic-nutrition/](https://achs.edu/programs/online-master-science-holistic-nutrition/) to learn more about this program including professional outcomes and credentialing opportunities.

Graduates of the Master of Science in Holistic Nutrition program will:

- Apply current nutrition theories to health-related practices and issues.
- Develop nutrition and lifestyle wellness plans using holistic nutrition and integrative health principles.
- Synthesize evidence-based research and literature to apply best practices in holistic nutrition.

- Evaluate current ethical and professional healthcare and holistic nutrition standards.
- Apply professional standards and entrepreneurial business skills within a holistic nutrition or organizational setting including effective record keeping, insurance, scope of practice, ethics, legal considerations, marketing, networking, and state and federal regulations.
- Design holistic nutrition advocacy plans that consider policy-making, academic research, manufacturing, and leadership.
- Conduct a study or research review on a current issue or theory in integrative health and functional nutrition.

## Curriculum

Students complete 36 credits distributed in the following courses:

NAT 501 Anatomy and Physiology I  
 NAT 502 Anatomy and Physiology II  
 NAT 503 Integrative Pathophysiology I  
 NAT 515 Wellness Coaching and Communication Skills  
 NUT 501 Integrative Health and Nutrition Fundamentals  
 NUT 502 Macronutrients for Integrative Health  
 NUT 503 Micronutrients for Integrative Health  
 NUT 504 Advanced Sports Nutrition  
 NUT 505 Integrative Approaches to Nutrition and Disease Management  
 NUT 509 Graduate Topics in Holistic Nutrition  
 NUT 510 Nutrition and Dietary Supplements  
 CAP 501 Masters Capstone Project

**Total Credits Required: 36**

# Master of Science in Integrative Health Sciences

Research from the Global Wellness Institute forecasts that the wellness economy will be valued at \$9 trillion annually by 2028, representing 6.8% of global gross domestic product (GDP) (Global Wellness Institute, 2024). As health priorities shift across personal, organizational, and societal levels, integrative wellness has become a thriving field encompassing diverse areas such as mental health, nutritional and wellness coaching, herbal medicine, corporate wellness, clinical aromatherapy, and more. The industry needs trained professionals now more than ever with expertise in areas including the safe use of dietary supplements, lifestyle modifications for global communities, and professionals dedicated to the growth, innovation, and development of the integrative health and wellness sector. This interdisciplinary degree provides students with options to customize their degree within a wide range of specializations for an individualized focus that will distinguish them in the industry and prepare them to apply studies in the workforce.

Specifically, graduates of the Master of Science in Integrative Health Sciences program will:

- Apply the principles and theories of integrative health sciences, including the interplay between mind, body, and spirit, to contribute to the health and wellness industry.
- Develop expertise in integrative health modalities to educate and support wellness practitioners and consumers using products and protocols.
- Communicate effectively and ethically about integrative health concepts and practices to diverse stakeholders, including healthcare professionals, clients, and the public.
- Create evidence-based integrative health support plans for individuals and health programs to facilitate graduates' professional organization requirements.
- Design educational approaches on evidence-based integrative modalities and wellness protocols to meet the needs of global populations.
- Synthesize a study or research review on a current issue or theory in integrative health sciences.

## Curriculum

Students complete 36 credits distributed in the following way:

- **Core Requirements:** Students complete six credits of core requirements including graduate-level research and a capstone project.

RES 501 Assessment and Integration of Research

CAP 501 Masters Capstone Project

- **Electives:** To complete this program, students select 30 credits of elective study from the following electives. Students can also view Professional Skills Pathways and credentialing opportunities based on electives chosen at [achs.edu/programs/master-of-science-in-integrative-health-sciences/](https://achs.edu/programs/master-of-science-in-integrative-health-sciences/):

AROMA 501 Foundations of Aromatherapy

AROMA 503 Aromatherapy I

AROMA 504 Aromatherapy II

AROMA 505 Aromatherapy III

AROMA 507 Essential Oil Chemistry for Integrative Health Professionals

BUS 510 Organizational Effectiveness and Leadership

BUS 512 Managerial Economics

BUS 514 Business Law

BUS 516 Accounting and Financial Management

BUS 518 Project Management

BUS 522 Entrepreneurial Skills for Wellness Professionals

BUS 531 Human Capital

BUS 533 Operations & Value Chain Management

BUS 535 Sustainable Community Economics

CHEM 501 General, Organic, and Biochemistry

HERB 502 Advanced Herbal Materia Medica I

HERB 503 Advanced Herbal Materia Medica II

HERB 504 Advanced Herbal Materia Medica III

HERB 521 Principles of Pharmacognosy and Phytochemistry

HERB 531 Botany and Plant Identification for Holistic Practitioner

HERB 541 Safety & Metabolism of Botanical Supplements

HLED 553 Foundations of Health Education

HLED 554 Program Planning for Health Educators

HOM 501 Homeopathy

IHS 500 Introduction to Integrative Health Theory

NAT 501 Anatomy & Physiology I

NAT 502 Anatomy & Physiology II  
NAT 503 Integrative Pathophysiology I  
NAT 504 Integrative Pathophysiology II  
NAT 515 Wellness Coaching & Communication Skills  
NUT 501 Integrative Health and Nutrition Fundamentals  
NUT 502 Macronutrients for Integrative Health  
NUT 503 Micronutrients for Integrative Health  
NUT 504 Advanced Sports Nutrition  
NUT 509 Graduate Topics in Holistic Nutrition  
NUT 510 Nutrition and Dietary Supplements

**Total Credits Required: 36**

# Doctor of Science in Integrative Health

The Doctor Science in Integrative Health degree program goes beyond basic health and nutrition by incorporating digestive health and root causes for imbalance while considering whole body health and exploring a wide range of integrative health and wellness practices. Environmental impacts, genomics, physiological and psychological factors, and public policy for integrative health and functional nutrition are explored. Internal and external factors are taken into consideration to assess appropriate intervention and recommendations for all person's unique needs at the global, national, community and individual levels.

Graduates of the Doctor of Science in Integrative Health program will:

- Analyze current research including the major literature, theories, practices, problems, ethical issues, and research methods in integrative health and area(s) of specialization such as functional nutrition, aromatherapy, or herbal medicine;
- Use theory and research evidence to identify, design, and assess behavioral and action-focused functional nutrition and integrative health education protocols;
- Create activities and coalitions with global, national, state, or community organizations to promote health policies and environments that support food and health sovereignty;
- Synthesize and review evidence-based research and literature to apply best practices in integrative health;
- Evaluate the impact of ethical, socioeconomic, and racial influences on health outcomes;
- Implement integrative health professional scope of practice and code of ethics based on specialization;
- Design, conduct, and publish original research in integrative health and functional nutrition as demonstrated by the Doctoral Dissertation Project.

## Curriculum

Students complete 60 credits distributed in the following way:

- **Core Requirements:** Students complete 44 credits of core requirements including graduate-level research and bioethics; biostatistics in health; global health and nutrition; environmental nutrition; specialized courses on topics including gastrointestinal processes, inflammation, and immunity; and a Dissertation project.

DSC 601 Global Health and Nutrition Politics and Policies

DSC 605 Research and Bioethics

DSC 610 Environmental Nutrition: Health Implications

DSC 615 Gastrointestinal Processes in Health and Disease

DSC 620 Detoxification – Theory to Practice

DSC 625 Inflammation, Immunity, and Nutrition

DSC FLE Foundation Level Exam

DSC 650 Biostatistics in Health

DSC 655 Directed Study

DSC ALE Comprehensive Exam

DSC 700 Dissertation Seminar

DSC 701 Doctoral Dissertation I

DSC 702 Doctoral Dissertation II

- **Exams:** Students will complete a Foundation Level Exam and a Comprehensive Exam.

DSC FLE Foundation Level Exam

DSC ALE Comprehensive Exam

- **Electives:** To complete this program, students select 16 credits of elective study from the following electives. Students can also view Professional Skills Pathways and credentialing opportunities based on electives chosen at [achs.edu/programs/doctor-of-science-in-integrative-health/](https://achs.edu/programs/doctor-of-science-in-integrative-health/).

DSC 630 Nutrition, Metabolic Syndrome, and Cardiovascular Disease

DSC 635 Hormones and Nutrition

DSC 640 Neuroscience and Nutrition

DSC 645 Health Promotion and Behavior Change

AROMA 501 Foundations of Aromatherapy

AROMA 503 Aromatherapy I

AROMA 504 Aromatherapy II  
AROMA 505 Aromatherapy III  
AROMA 507 Essential Oil Chemistry for Integrative Health Professionals  
CHEM 501 General, Organic, and Biochemistry  
HED 503 Stress Management and Emotional Health  
HERB 502 Advanced Herbal Materia Medica I  
HERB 503 Advanced Herbal Materia Medica II  
HERB 504 Advanced Herbal Materia Medica III  
HERB 521 Principles of Pharmacognosy and Phytochemistry  
HERB 531 Botany and Plant Identification for the Holistic Practitioner  
HERB 541 Safety and Metabolism of Botanical Supplements  
HLED 553 Foundations of Health Education  
HLED 554 Program Planning for Health Educators  
HOM 501 Homeopathy  
IHS 500 Introduction to Integrative Health Theory  
NAT 501 Anatomy and Physiology  
NAT 502 Anatomy and Physiology II  
NAT 503 Integrative Pathophysiology I  
NAT 504 Integrative Pathophysiology II  
NAT 515 Wellness Coaching and Communication Skills  
NUT 501 Integrative Health and Nutrition Fundamentals  
NUT 502 Macronutrients for Integrative Health  
NUT 503 Micronutrients for Integrative Health  
NUT 504 Advanced Sports Nutrition  
NUT 505 Integrative Approaches to Nutrition and Disease Management  
NUT 509 Graduate Topics in Holistic Nutrition  
NUT 510 Nutrition and Dietary Supplements

**Total Credits Required: 60**

# 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 bachelor's degree and are seeking advanced knowledge and skills in new fields, but who may not wish to continue to a full master's 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 Aromatherapy
- Graduate Certificate in Integrative Health and Wellness
- Graduate Certificate in Herbal Medicine
- Graduate Certificate in Holistic Nutrition
- Graduate Certificate in Wellness Coaching

Students can also enroll for up to nine credits without first choosing to apply to a graduate certificate program. Students who already possess a bachelor's degree or higher can complete a graduate certificate to further their knowledge in a particular subject matter.

## 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. Graduate Certificate students take many of the same courses that are available to ACHS graduate degree students and the same policies and procedures apply.

# Curriculum

Graduate certificate programs consist of subsets of ACHS degree programs. Students may request a course substitution with approval of the Academic Standards Committee (ASC) or earn credit by successfully passing a challenge exam.

# 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.

Visit [achs.edu/programs/online-graduate-certificate-aromatherapy/](https://achs.edu/programs/online-graduate-certificate-aromatherapy/) to learn more about this program including professional outcomes and credentialing opportunities.

Graduates of the Graduate Certificate in Aromatherapy will be able to:

- Evaluate modern and historic aromatherapy definitions, theories, practices, and methods of essential oil extraction and quality assessment.
- Analyze current aromatherapy research to utilize knowledge of how essential oils interact with body systems.
- Formulate safe and effective aromatherapy blends considering the botanical profile, constituents, therapeutic actions, cautions and contraindications, toxicology, and appropriate method of administration.
- Apply informed consent, intake skills, scope of practice, assessment skills, and aromatherapy protocols in the design of evidence-based aromatherapy wellness plans.
- Compose evidence-based case study reports and literature reviews to contribute to the professional field of aromatherapy.

## Curriculum

Students complete 15 credits distributed in the following courses:

IHS 500 Introduction to Integrative Health Theory

AROMA 501 Foundations of Aromatherapy

AROMA 503 Aromatherapy I

AROMA 504 Aromatherapy II

NAT 515 Wellness Coaching and Communication Skills

**Total Credits Required: 15**

# 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 integrative health and wellness field will be able to deepen their knowledge and understanding of botanical medicine.

Visit [achs.edu/programs/online-graduate-certificate-herbal-medicine/](https://achs.edu/programs/online-graduate-certificate-herbal-medicine/) to learn more about this program including professional outcomes and credentialing opportunities.

Graduates of the Graduate Certificate in Herbal Medicine will be able to:

- Develop a comprehensive understanding of therapeutic actions, active constituents, methods of administration, and regulatory status for each botanical, alongside a strong foundation in botany and plant identification.
- Demonstrate understanding of the toxicology of plant and essential oil constituents, including potential allergic and adverse reactions and the impact of botanical quality on toxicity.
- Analyze the relative risks and benefits associated with commonly used botanicals.
- Evaluate current botanical literature, including phytochemical, toxicological, and epidemiological data.
- Assemble a comprehensive herbarium of botanical materia medica, incorporating current research to understand efficacy.
- Synthesize advanced knowledge of botanical toxicology principles, including the mechanisms and effects of herb-herb and herb-drug interactions.

## Curriculum

Students complete 15 credits distributed in the following courses:

IHS 500 Introduction to Integrative Health Theory  
HERB 502 Advanced Herbal Materia Medica I  
HERB 503 Advanced Herbal Materia Medica II  
HERB 504 Advanced Herbal Materia Medica III  
NAT 515 Wellness Coaching and Communication Skills

**Total Credits Required: 15**

# Graduate Certificate in Holistic Nutrition

The Graduate Certificate in Holistic 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.

Visit [achs.edu/programs/online-graduate-certificate-holistic-nutrition/](https://achs.edu/programs/online-graduate-certificate-holistic-nutrition/) to learn more about this program including professional outcomes and credentialing opportunities.

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

- Assess current research, literature, theories, practices, ethical and cultural issues, and methodologies to develop health protocols in nutrition.
- Explain the body's anatomy, physiology, and nutrient requirements to evaluate health and disease.
- Evaluate nutrition in all stages of the lifestyle to attain optimal health.
- Formulate food, lifestyle, and supplement strategies to support health.
- Develop nutritional consulting techniques that consider global perspectives and contribute to community health outcomes.

## Curriculum

- **Core Requirements:** Students complete nine credits in graduate-level research and holistic nutrition.

IHS 500 Introduction to Integrative Health Theory

NUT 501 Integrative Health and Nutrition Fundamentals

NUT 509 Graduate Topics in Holistic Nutrition

- **Electives:** To complete this program, students complete three credits of elective study.

NUT 502 Macronutrients for Integrative Health

NUT 503 Micronutrients for Integrative Health

NUT 504 Advanced Sports Nutrition

NUT 505 Integrative Approaches to Nutrition and Disease Management

NUT 510 Nutrition and Dietary Supplements

**Total Credits Required: 12**

# Graduate Certificate in Integrative Health and Wellness

The Graduate Certificate in Integrative Health and Wellness provides specialized training for graduate students in a variety of integrative health modalities. Professionals working in the integrative health and wellness field will be able to deepen their knowledge and understanding.

Visit [achs.edu/programs/graduate-certificate-in-integrative-health-and-wellness/](https://achs.edu/programs/graduate-certificate-in-integrative-health-and-wellness/) to learn more about this program including professional outcomes and credentialing opportunities.

Graduates of the Graduate Certificate in Integrative Health and Wellness will be able to:

- Evaluate the etiology, pathogenesis, and clinical manifestations of diseases.
- Analyze the impact of behavioral factors, lifestyle choices, and environmental factors on the cause and progression of disease.
- Research integrative modalities to inform evidence-based wellness protocols, including when a client should be referred to their licensed healthcare provider.
- Demonstrate proficiency in the use of integrative health modalities, including aromatherapy, homeopathy, herbal medicine, and holistic nutrition to support wellness.
- Analyze and construct a working knowledge of at least two modalities and how they can be applied to benefit clients and support optimal health, including appropriate use, contraindications, and expected outcomes.

## Curriculum

Students complete 15 credits distributed in the following way:

- **Core Requirements:** Students complete twelve credits of core requirements including graduate-level research, pathology, and pathophysiology.

AROMA 501 Foundations of Aromatherapy  
IHS 500 Introduction to Integrative Health Theory  
HERB 502 Advanced Herbal Materia Medica I  
NUT 501 Integrative Health and Nutrition Fundamentals

- **Electives:** To complete this program, students complete three credits of elective study.

AROMA 503 Aromatherapy I  
AROMA 504 Aromatherapy II  
AROMA 505 Aromatherapy III  
AROMA 507 Essential Oil Chemistry for Integrative Health Professionals  
BUS 522 Entrepreneurial Skills for Wellness Professionals  
HED 503 Stress Management and Emotional Health  
HERB 503 Advanced Herbal Materia Medica II  
HERB 504 Advanced Herbal Materia Medica III  
HERB 521 Principles of Pharmacognosy and Phytochemistry  
HERB 531 Botany and Plant Identification for the Holistic Practitioner  
HERB 541 Safety & Metabolism of Botanical Supplements  
HLED 553 Foundations of Health Education  
HOM 501 Homeopathy  
NAT 501 Anatomy & Physiology I  
NAT 502 Anatomy & Physiology II  
NAT 503 Integrative Pathophysiology I  
NAT 504 Integrative Pathophysiology II  
NAT 515 Wellness Coaching & Communication Skills  
NUT 502 Macronutrients for Integrative Health  
NUT 503 Micronutrients for Integrative Health  
NUT 504 Advanced Sports Nutrition  
NUT 505 Integrative Approaches to Nutrition and Disease Management  
NUT 509 Graduate Topics in Holistic Nutrition  
NUT 510 Nutrition and Dietary Supplements  
RES 501 Assessment and Integration of Research

**Total Credits Required: 15**

# Graduate Certificate in Wellness Coaching

The Graduate Certificate in Wellness Coaching at the American College of Healthcare Sciences offers a comprehensive curriculum designed to equip students with the essential knowledge and skills to thrive as wellness coaches in diverse professional settings. Through a blend of theoretical foundations and practical applications, this program emphasizes the development of effective communication strategies, stress management techniques, integrative health approaches, and entrepreneurial skills necessary to support clients in achieving holistic well-being and success. Graduates of this certificate program will emerge prepared to provide clients with coaching plans that empower healthier lifestyles and improve overall wellness.

Visit [achs.edu/programs/online-graduate-certificate-wellness-coaching/](https://achs.edu/programs/online-graduate-certificate-wellness-coaching/) to learn more about this program including professional outcomes and credentialing opportunities.

Graduates of the Graduate Certificate in Wellness Coaching will be able to:

- Utilize coaching techniques to develop trust and confidence during client consultation sessions.
- Apply the science of behavior change to design effective personal wellness plans.
- Interpret current research, including theories, practices, and ethical and cultural considerations for effective wellness coaching.
- Articulate the body's structure and function in health and disease to support coaching conversations and the development of wellness plans.
- Develop the components of a wellness business to effectively implement record keeping, required insurance, scope of practice, ethics, legal considerations, marketing, and networking.

## Curriculum

Students complete 15 credits distributed in the following courses:

HLED 553 Foundations of Health Education  
NAT 503 Integrative Pathophysiology I  
HED 503 Stress Management and Emotional Health  
NAT 515 Wellness Coaching and Communication Skills  
NUT 501 Integrative Health and Nutrition Fundamentals

**Total Credits Required: 15**

# Graduate Course Descriptions

In alphanumeric order:

## **AROMA 501 Foundations of Aromatherapy, 3 credits**

**Prerequisites: None**

This interactive course immerses students in the fundamental principles of aromatherapy. This course experience begins with the historical beginnings of aromatherapy in ancient cultures and follows the development of this unique integrative modality through modern evidence-based clinical aromatherapy. Students explore the science of the sense of smell and the psychological and physiological effects of aroma. Essential oil materia medica is introduced via hands-on practical labs where students prepare aromatherapy formulas correlating to the essential oils studied. Students also explore methods of essential oil extraction and the types of chemical constituents found in essential oils. Research related to clinical aromatherapy for specific populations, key safety considerations, and regulatory guidelines are also explored. This class is a fantastic resource for anyone working in integrative health.

## **AROMA 503 Aromatherapy I, 3 credits**

**Prerequisites: None – Prior formal aromatherapy training recommended**

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: None – Prior formal aromatherapy training recommended**

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: None – Prior formal aromatherapy training recommended**

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 Essential Oil Chemistry for Integrative Health Professionals, 3 credits**

**Prerequisites: Prior aromatherapy formal training or prior chemistry (aromatherapy-specific chemistry not required) is recommended**

This course explores the chemical components of plant essential oils. Students will learn the names, general structural features, key safety concerns, therapeutic actions, and aromas of key essential oil chemical constituents. This course starts with an introductory review of foundational chemical terms and principles. It discusses how plants create essential oils and the types of organic chemical families found in essential oils. Students connect this information with real aromatherapy applications through practical lab exercises where they perform organoleptic testing with isolated essential oil constituents (for example, linalool) and a corresponding essential oil that contains that constituent (for example, lavender). This course also examines essential oil quality assessment techniques and how essential oil constituents interact with the body. This class is exciting and valuable for anyone working with botanicals or in integrative health, natural product development, or perfumery.

## **BUS 510 Organizational Effectiveness and Leadership, 3 credits**

This course introduces the business case for organizational decisions and actions which consider financial, environmental, and social impacts. With an emphasis on practical application and a global mindset, topics include an overview of the role information technology plays in organizational effectiveness and the management of risk and the importance of approaching business administration through project managers focus on successful execution. Students take a deeper look at motivation, individual and group behaviors, leadership, power and organizational politics, social determinants related to access and opportunity, and organizational culture in support of business practices designed for effectiveness in a global setting. Practice will be informed by a foundation of supporting theory on organizational behavior and principles of financial, social, and environmental sustainability.

## **BUS 512 Managerial Economics, 3 credits**

This globally-focused course is designed to develop and deepen students' understanding of basic economic concepts and how they support or impede efforts related to sustainability. Examination centers on principles that underpin the current global economic environment, including microeconomic and macroeconomic concepts of scarcity, market activities, international trade and exchange rates, and metrics including GDP, unemployment rates, inflation, and interest rates. Students undertake a critical, multi-stakeholder analysis of the impact modern economic dynamics have on organizations seeking to operate in ways that simultaneously support financial, environmental, and social sustainability.

## **BUS 514 Business Law, 3 credits**

This course is a practical survey of business law geared towards providing managers with a solid grasp of key legal concepts and principles they are likely to encounter in their workday. Students learn that the benefits of legal action must be weighed against the risks and costs of litigation. Topics include the legal environment, contracts, commercial transactions, and business organizational structures discussed and evaluated from a perspective in support of domestic and global business practices that are financially, socially, and environmentally sustainable.

## **BUS 516 Accounting and Financial Management, 3 credits**

In this course, students learn accounting and financial management concepts from a decision maker's perspective. Following an overview of the accounting cycle, financial statements, and reporting, topics include investment principles and the role of financial markets, planning, analysis, and forecasting with a perspective that includes financial, environmental, and social impacts. Through practical exercises and examples in global settings, students learn to speak the language of business analysts and strategists.

## **BUS 518 Project Management, 3 credits**

Project management is an important component of many of today's most rewarding professions. This important discipline makes it possible to achieve organizational goals in a broad array of fields within the public, private, and nonprofit sectors. This course provides students with a deep understanding of project management by introducing processes in combination with behavioral and technical tools to effectively plan, manage, and implement projects. In this course, students will be exposed to a range of applications and will have the opportunity to develop a project through several stages of implementation.

## **BUS 520 Business Analytics, 3 credits**

Successful managers employ analytics to make important decisions in all phases of the business cycle. This course is an introduction to the benefits of analytical thinking. Students explore how statistics and current data analysis techniques help managers approach challenges in a measured and methodical way, leading to more effective decisions. Basic concepts of distributions, probability, variables, hypothesis testing, inference, experimental design are studied. Students develop and demonstrate competence in the use of business analytics tools for managing financial, environmental, and social aspects of business activities.

## **BUS 522 Entrepreneurial Skills for Wellness Professionals, 3 credits**

This course presents the information to support a growing successful business in integrative healthcare with organizational, networking, marketing, planning, and record-keeping skills. Ethical aspects relating to nutrition, aromatherapy, herbalist and coaching professionals are explained as students are taught to work within the legal and professional scope of practice for these healthcare professionals.

## **BUS 531 Human Capital, 3 credits**

Modern organizations face global complexity and a rapid rate of change. Those that thrive in this environment pay close attention to their most valuable asset: people. In this course, students will learn how to value and manage today's worker by examining current organizational theory and real-world case studies. Students will examine and apply recent trends and methods in leadership and human resource management, with an emphasis on the social aspect of sustainable practices.

## **BUS 533 Operations and Value Chain Management, 3 credits**

Students study the effective execution of strategy by discovering, researching, and discussing operational management. This course covers traditional constructs such as operational strategy, process and supply chain management, production and inventory management, and quality management methodology. It also explores crucial principles, tools, and techniques associated with growing fields such as business re-engineering, green management, and industrial ecology. Students gain exposure to industry concepts, tools, techniques, and constructs in support of complete value chain awareness and management.

## **BUS 535 Sustainable Community Economies, 3 credits**

This course addresses important issues pertaining to sustainable urban development practices aimed at building and fostering sustainable, economically viable communities. The course investigates how multiple demographic, socio-cultural, political, economic, technological, and environmental forces intertwine to shape community economic development practices regionally, nationally, and internationally. Multiple models associated with various environments, resources, and constraints are presented and contrasted. Ultimately, the course invites learners to reflect upon strategies leading to the creation of socially, culturally, economically, and environmentally viable business communities positioned to grow in a sustainable and responsible manner.

## **CAP 501 Masters Capstone Project, 3 credits**

**Prerequisites: Completion of all other MS degree program requirements**

In this course, students integrate and assimilate the theoretical and practical knowledge learned in their respective program to develop a research project in holistic health. The goal of the project is to expand knowledge in the field of holistic health. Through a comprehensive literature review of scientific based articles, a solid rationale for the research and appropriate methodology is identified to form a conclusion from the project. Students work in close association with their respective Program Dean throughout the Capstone process. Students seeking a dual-degree can view more information about the required capstone project(s) at [achs.edu/capstone-dual-majors](https://achs.edu/capstone-dual-majors).

## **CHEM 501 General, Organic, and Biochemistry, 3 credits**

**Prerequisites: None**

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 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.

## **DSC 601 Global Health and Nutrition Politics and Policies, 4 credits**

**Prerequisites: None**

Global health and nutrition politics and policies have an impact on how communities thrive. This course provides students with an overview of the history, legal, political, and social events that shape our food supply and global health. Students will gain an understanding of how national, corporate, and global policies affect food distribution, quality, and safety. Information about sustainability, food and farming policies, food transportation, food distribution, food fortification, food security, food sovereignty, and international food policies are covered. Students gain an understanding of how the World Food Organizations and American policies and laws impact food safety issues and impact global food harmonization policies. This course examines the real costs of food policies and how corporations affect the quantity and quality of world food. Topics covered in this course include the global and national food supply, food politics, food sustainability, corporate foods, and food security.

## **DSC 605 Research and Bioethics, 4 credits**

**Prerequisites: DSC 601**

This course explores critical thinking processes to evaluate and understand research studies, discern the quality and accuracy of published information and recognize the advantages and limitations of experimental designs and outcomes. This course provides the structure for students to conduct theoretical and empirical research projects in their doctoral studies and prepare for their dissertation project. Students review case studies as related to bioethical issues and implement integrative health professional's scope of practice and code of ethics based on specialization.

## **DSC 610 Environmental Nutrition: Health Implications, 4 credits**

**Prerequisites: DSC 605**

This course explores the web-like interplay between nutrition, our food supply, and the environment demonstrating a complex interlinking between our environment and the food we eat. Students gain an understanding about sustainable food supplies and the effect of environmental issues on nutritional status and overall health. This course includes information on genetically engineered foods (GMOs), and presents information about Persistent Organic Pollutants (POPs) and their role in endocrine disruption. Resource materials focus on the environmental and nutritional issues surrounding childhood health and development. The course also covers the different methodology between organically and commercially raised meats, dairy, and agricultural products.

## **DSC 615 Gastrointestinal Processes in Health and Disease, 4 credits**

**Prerequisites: DSC 610**

Students will gain an understanding of the anatomy, physiology, and biochemistry of the gastrointestinal tract and the associated pancreatic, liver, and biliary tract systems in both health and disease. Students examine the digestive system's pivotal role in health, which includes the role of gut microbiome, probiotics, prebiotics, gut permeability, and the role in immune function and inflammation. Systems and topics covered in this course include the upper, middle, and lower gastrointestinal tracts; the microbiome, and gastrointestinal pathology.

## **DSC 620 Detoxification – Theory to Practice, 4 credits**

**Prerequisites: DSC 615**

This course reviews the biochemistry of biotransformation and detoxification and explores how to increase mobilization and excretion of toxins through food, supplements and lifestyle. Students learn to identify and assess people who may have impaired detoxification and increased toxic exposure. This course explores how food can be used to enhance biotransformation to decrease risk to breast and other hormone dependent cancers, autoimmune diseases, and other chronic illnesses.

## **DSC 625 Inflammation, Immunity, and Nutrition, 4 credits**

**Prerequisites: DSC 620**

This course will provide students with a fundamental understanding of immunology and infectious diseases, and nutrition. Students will learn about the immune system and how it can fight infection, and how it can fail. In addition, students will learn how infectious agents can overcome the natural immune response and cause disease. The course will also illustrate how the immune response against these agents can be influenced by nutrition and vaccines. Processes and topics covered in this course include lymph, immunity, and inflammation; adaptive immune response; infections; immune disorders; and hypo- and hyper-immunity.

## **DSC FLE Foundation Level Exam, 0 credits**

**Prerequisites: DSC 601, DSC 605, DSC 610, DSC 620, DSC 625**

Students in the Doctor of Science (DSc) are required to pass a proctored comprehensive examination for the foundation level courses in the DSC program. This exam does not award academic credit and is required in order to progress to the upper level courses in the DSc program; students must achieve a 70% or higher to pass this assessment. In the event the student does not pass, an alternative assessment will be provided for a second attempt and a third attempt will require review by the Dean of Integrative Health and Nutrition or credentialed designee.

## **DSC 630 Nutrition, Metabolic Syndrome, and Cardiovascular Disease, 4 credits**

**Prerequisites: DSC FLE Foundation Level Exam**

This course will focus on current theories in cardiovascular nutrition and metabolic syndrome, and their relationship to lifestyle and dietary modification. Topics covered will include anatomy and physiology of the cardiovascular system, theories of cardiovascular health and disease, and the role of food and diet in prevention and management of cardiovascular diseases, metabolic syndrome, hypertension and hyperlipidemia. Controversies in the field, such as salt restriction and lowering of serum cholesterol, will also be explored. Management of micronutrients, such as ribose, CoQ10, B-complex vitamins, magnesium, calcium and carnitine, will also be covered.

## **DSC 635 Hormones and Nutrition, 4 credits**

**Prerequisites: DSC FLE Foundation Level Exam**

In this course students gain a working understanding of the endocrine system and its interaction with diet, lifestyle, and specific nutrients. Recognizing how food and micronutrients affect endocrine balance is key to educating people on how to create and maintain good health. Topics covered in this course include: physiology and anatomy of the endocrine system, blood sugar control, glucocorticoid metabolism, the role of the adrenals and corticosteroid and hormone balance, the hypothalamus-pituitary-adrenal axis (HPA axis), thyroid function, growth hormone, and more. Students will examine common imbalances and diseases of the endocrine system and how to approach them from a nutrition and lifestyle viewpoint. Health promotion topics focus on designing strategies to support environmental change and evaluation of nutrition education programs.

## **DSC 640 Neuroscience and Nutrition, 4 credits**

**Prerequisites: DSC FLE Foundation Level Exam**

This Neuroscience and Nutrition course explores the neurological system and the role of nutrition, lifestyle, and environmental factors in neurological function and dysfunction. Studies include central and peripheral systems, parasympathetic, enteric and sympathetic nerve functions, and their role in cognition, memory, mood, and pain. Major emphasis will be on nutrition and lifestyle changes that impact neurological health and disorders. Topics covered in this course include anatomy and physiology of the nervous system, cognition and memory, mood, pain, and neurological disorders management.

## **DSC 645 Health Promotion and Behavior Change, 4 credits**

**Prerequisites: DSC FLE Foundation Level Exam**

This course will explore innovative health promotion strategies to enhance positive health behaviors. Current global health issues and their relevance to health promotion and the field of public health are examined through analysis and application of best practice principles including assessments for effectiveness. Topics will include community organization, coalition building, curriculum development, communication theory and technology, social marketing, mass media and ecological models. Students focus on social determinants and a multi-faceted approach to promoting health through research, practice, policy, and advocacy.

## **DSC 650 Biostatistics in Health, 4 credits**

**Prerequisites: DSC FLE Foundation Level Exam**

Biostatistics in health encompass statistical methods and principles necessary for understanding and interpreting data used in health-related studies, policy evaluation, and the development of policies. This course will cover descriptive statistics, graphical data summary, sampling, statistical comparison of groups, correlation, linear regression, and one-way ANOVA. Students will learn via critical reading of published research and computer analysis of data. Topics covered in this course include introduction to statistics, probability, hypothesis testing, and analysis of variance.

## **DSC 655 Directed Study, 4 credits**

**Prerequisites:** DSC FLE Foundation Level Exam

This course permits students to explore an avenue of study focusing on a specific holistic nutrition topic of interest. Students identify, research, and gain greater knowledge in their chosen subject. Students will submit a proposal to the Dean of Integrative Health and Nutrition (or credentialed designee) prior to registering for this course to confirm that the project will constitute a semester's work and is of sufficient content and depth to be awarded four credits.

## **DSC ALE Comprehensive Exam, 0 credits**

**Prerequisites:** DSC 650, DSC 655, and all elective courses

The DSC ALE Comprehensive Final Exam consists of a written exam with a proctored component and an oral comprehensive exam and is based upon all of the course work taken in the program. In the event the student does not pass, an alternative assessment will be provided for a second attempt and, a third attempt will require review by the Dean of Doctoral Studies.

## **DSC 700 Dissertation Seminar, 4 credits**

**Prerequisites:** DSC ALE Comprehensive Exam

This course directs students in the process and development of their dissertation research proposal. It is the first of three courses in planning, implementing and completing their dissertation. Students will choose their dissertation committee, develop and write their dissertation proposal and drafts of the first few chapters in close association with their dissertation chairperson. Additionally, if the proposed study is to work with human subjects the student will complete an Institutional Review Board (IRB) form and submit it for approval to the IRB committee. Upon approval of the IRB form and completion of the proposal the student will present this to their dissertation committee and upon approval of the proposal, the student will advance to doctoral candidacy. Prerequisites: Successful completion of all coursework and comprehensive examination. In this course students will complete the Dissertation Proposal and Approval Form, develop their Dissertation Chapter One: Introduction, and develop their Dissertation Chapter Two: Literature Review.

## **DSC 701 Doctoral Dissertation I, 4 credits**

### **Prerequisites: DSC 700**

In this course students refine and expand their dissertation proposal and begin writing their doctoral dissertation. Guided by their instructor, students will work on their methodology and begin collecting and analyzing data in preparation of submitting a comprehensive and scientific research study ready for defense at the conclusion of DSC 702. In this course students will finalize the Dissertation Chapters One Introduction and Two Literature Review, develop Chapter Three: Methodology, and develop Chapter Two: Data Analysis and Results.

## **DSC 702 Doctoral Dissertation II, 4 credits**

### **Prerequisites: DSC 701**

The final and central requirement for awarding the DSC. degree is the completion of a substantial and original independent research project. The successful completion of this requirement is demonstrated through the production of a dissertation document, describing the research project and its results, and the defense of the project from challenges offered by the members of the student's faculty Dissertation Committee. The quality of the dissertation and the defense of its thesis are evaluated by the Dissertation Committee in order to determine if the student has successfully completed this final requirement for the DSC.

In this course students will develop their Chapter Four: Discussion and Conclusion, finalize their Dissertation document, and present their Dissertation.

## **HED 503 Stress Management and Emotional Health, 3 credits**

### **Prerequisites: None**

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 also provides an opportunity to examine barriers and motivational factors that affect the degree of commitment individuals make to health practices. Your professor'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 professor 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: None**

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, 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 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: None**

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, and antispasmodic.

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.

## **HERB 504 Advanced Herbal Materia Medica III, 3 credits**

### **Prerequisites: None**

HERB 504 Advanced Herbal Materia Medica III completes students' herbal materia medica study with an in-depth review of tonic, 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.

## **HERB 521 Principles of Pharmacognosy and Phytochemistry, 3 credits**

**Prerequisites: None**

Graduates of this course 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 present them in a format recognized by the science communities.

## **HERB 531 Botany and Plant Identification for the Holistic Practitioner, 3 credits**

**Prerequisites: None**

HERB 531 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.

## **HERB 541 Safety and Metabolism of Botanical Supplements, 3 credits**

**Prerequisites: None**

In this course, students will develop an advanced knowledge base in the safe use of botanical supplements and their potential interactions. This course comprehensively examines plant chemistry, toxicology, pharmacokinetics, and pharmacodynamics of essential oil and herbal remedies. Students will become skilled in comparing the toxicology of specific botanical chemical components found in herbal supplements and essential oils. Students will demonstrate a practical understanding of the relative risks and benefits of commonly used botanical substances, of safety considerations for special populations, of how to evaluate botanical concentrations and potencies for appropriate dosing, and of principles of quality control important to the safe production of botanical preparations.

## **HLED 553 Foundations of Health Education, 3 credits**

**Prerequisites: None**

This course will examine the historical aspects of public health and how health education made an impact on health behaviors and outcomes. Students will also be introduced to, and analyze several different health behavior models including the Transtheoretical Model (Stages of Change), Health Belief Model, and the Precede/Proceed Model. Students will also choose a community with a health issue based on the Healthy People objectives and national data to create a mock health education program.

## **HLED 554 Program Planning for Health Educators, 3 credits**

**Prerequisites: None**

Students will explore the different learning models that health educators commonly use to educate the community. Students will learn how to create learning objectives for curriculum development. Students will also learn how to create health marketing messages that follow governmental guidelines (Health Education Curriculum Analysis Tool (HECAT)) including literacy levels. Students will analyze the media outlets that are used to deliver health messages and will also adapt teaching strategies for global populations.

## **HOM 501 Homeopathy, 3 credits**

**Prerequisites: None**

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 process of seeing a homeopath. The course also reviews the pharmacological aspects of homeopathy including manufacturing, dispensing, and counter-prescribing.

## **IHS 500 Introduction to Integrative Health Theory, 3 credits**

**Prerequisites: None**

This survey course will explore the field of integrative medicine, building familiarity with the variety of holistic health practices that fall under the integrative health and wellness umbrella along with their fundamental or core concepts, methodologies, and theoretical foundations. Students investigate the multifaceted meaning of the term “holistic” and consider how each integrative health modality fits within the holistic health paradigm.

Students will get familiar with the current research in the integrative health field and gain a solid understanding of types of research study designs. They will learn to locate, assess, integrate and write the analysis in a format used by scientific research journals.

## **NAT 501 Anatomy and Physiology, 3 credits**

**Prerequisites: None**

This is the first of two courses in the comprehensive study of the fundamental anatomical and physiological principles of human health and wellness, with a focus on the integumentary, skeletal, muscular, endocrine, and nervous systems. Students will examine the structure and function of these systems and their interconnectedness within the body, gaining insight into the roles they play in maintaining homeostasis and reducing the risk of disease. Students will gain an understanding of the complex organization and regulation of these key body systems and how various integrative modalities can support their function for optimal health and wellness.

## **NAT 502 Anatomy and Physiology II, 3 credits**

**Prerequisites: NAT 501**

This is the second of two courses in the comprehensive study of the fundamental anatomical and physiological principles of human health and wellness, with a focus on the cardiovascular, lymph/immune, respiratory, digestive, urinary, and reproductive systems. Students will examine the structure and function of these systems and their interconnectedness within the body, gaining insight into the roles they play in maintaining homeostasis and reducing the risk of disease. Students will gain an understanding of the complex organization and regulation of these key body systems and how various integrative modalities can support their function for optimal health and wellness.

## **NAT 503 Integrative Pathophysiology I, 3 credits**

**Prerequisites: None - Prior or concurrent anatomy & physiology training is recommended**

This first course in integrative pathophysiology investigates the genetic, environmental, lifestyle, and ethical and social factors that contribute to the development and progression of disease across important body systems. Using a multidisciplinary

approach, students will analyze the cellular, tissue, organ, and systemic alterations associated with common disease pathologies. By practicing problem solving through case based assessments, this course equips students with advanced knowledge and skills in integrative pathophysiology. This prepares students to address complex disease processes in an evidence-based integrative manner to promote holistic health and wellness in clinical practice, research, and public health initiatives.

## **NAT 504 Integrative Pathophysiology II, 3 credits**

**Prerequisites: None - Prior or concurrent anatomy & physiology training is recommended**

This second course in integrative pathophysiology further investigates the genetic, environmental, lifestyle, and ethical and social factors that contribute to the development and progression of disease across important body systems. Using a multidisciplinary approach, students will analyze the cellular, tissue, organ, and systemic alterations associated with common disease pathologies. By practicing problem solving through case based assessments, this course equips students with advanced knowledge and skills in integrative pathophysiology. This prepares students to address complex disease processes in an evidence-based integrative manner to promote holistic health and wellness in clinical practice, research, and public health initiatives.

It is important to remember that the desired outcome of any integrative health protocol is to increase the natural vitality of the client and bring the system back into balance. Students will examine the belief fundamental to wellness 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 integrative health practitioner is able to promote this power by educating each client in how to maintain health once it is achieved, increase vitality, and build up one's resistance through improved nutrition and a harmonious lifestyle.

## **NAT 515 Wellness Coaching and Communication Skills, 3 credits**

**Prerequisites: None**

This course provides students with the knowledge and skills necessary to become effective wellness coaches and communicators in diverse healthcare and wellness

settings. Through an interdisciplinary approach, students will explore principles of coaching psychology, behavior change theories, communication strategies, ethical and legal considerations essential for facilitating positive health outcomes and empowering individuals to achieve their wellness goals. Emphasis will be placed on developing practical coaching techniques, active listening skills, motivational interviewing, and culturally sensitive communication approaches to foster meaningful connections and facilitate sustainable lifestyle changes. Students will engage in supervised coaching practice sessions, receive constructive feedback, and participate in self-reflection exercises to enhance their coaching and communication skills.

## **NUT 501 Integrative Health and Nutrition Fundamentals, 3 credits**

### **Prerequisites: None**

NUT 501 is a graduate-level survey course in advanced applied holistic nutrition and explores the role of macronutrients, micronutrients, vitamins, minerals, nutraceuticals, and phytonutrients in a holistic lifestyle. This course also reviews factors that affect nutrition and principles of holistic health and nutrition to support health and wellness in all stages of the lifecycle. Food/dietary supplement drug interactions are also studied. The overall focus is on holistic nutrition and wellness, healthy lifestyle choices and prevention as the best “medicine”, and how concepts of nutrition can be integrated into every wellness plan. The concept of nutrition is central to the study of integrative health. The value and necessity of quality whole foods and their relationship to health and wellness are explored. General principles and requirements of human nutrition are reviewed, and various promoted dietary programs are studied and critiqued, along with the role of the gut-microbiome in health and disease. The concept of biochemical individuality, the benefits of fresh, whole, chemical-free, traditional, plant-based foods, transitional diets, and lifestyle improvements are explored.

## **NUT 502 Macronutrients for Integrative Health**

### **Prerequisites: None**

Macronutrients, the components of foods that provide calories for human energy and structural precursors, are examined. The biochemical nature and classification of carbohydrates, lipids, and proteins are presented, differentiating between the effects of whole versus refined foods in human metabolism. Students learn to determine individual dietary macronutrient requirements, the therapeutic value and use of specific fatty and amino acids, and compare whole-food and reductionist nutrition perspectives.

## **NUT 503 Micronutrients for Integrative Health**

**Prerequisites: NUT 502**

Micronutrients and their fundamental impact on human growth, metabolism, cellular integrity, and repair are discussed in this course. Students examine the micronutrients in foods, their interactive biochemical roles in human metabolism, and the effects of nutrient deficiencies and excesses. Students are taught to appreciate biochemical individuality as a key factor in restoring homeostasis as vitamins, minerals, antioxidants, phytonutrients, and accessory nutrients are reviewed. Nutrient values from food sources and supplementation are discussed and compared.

## **NUT 504 Advanced Sports Nutrition, 3 credits**

**Prerequisites: None**

The roles of nutrition, exercise physiology, and holistic health principles will be studied to develop a comprehensive understanding of how lifestyle choices influence athletic performance, recovery, and long-term health outcomes. Students will analyze nutritional needs, hydration, and advanced strategies such as carbohydrate loading, timing of eating, and supplements. The risks and benefits of ergogenic agents, including pharmaceuticals, nutraceuticals and botanicals, will be studied. This course also provides a holistic foundation with the integration of wellness practices such as mindfulness and stress management. Students will develop the skills to design holistic sports nutrition strategies that maximize performance, enhance recovery, and promote long-term health and wellness for athletes at all levels.

## **NUT 505 Integrative Approaches to Nutrition and Disease Management, 3 credits**

**Prerequisites: None**

This graduate-level course explores the critical role of nutrition in the prevention, management, and potential reversal of chronic and acute diseases. Students will examine evidence-based dietary interventions for diseases such as cardiometabolic, endocrine, immune and autoimmune, gastro-intestinal, renal and pulmonary. The course integrates biochemical, physiological, psychological and clinical perspectives to assess how specific nutrients, dietary patterns, and lifestyle factors influence disease progression and patient outcomes. Emphasis will be placed on current research, case

studies, and the application of medical nutrition therapy (MNT) in clinical and community settings. By the end of the course, students will be equipped with the knowledge and skills to develop personalized nutrition strategies and plans for diverse populations, considering ethical, cultural, and practical factors.

## **NUT 509 Graduate Topics in Holistic Nutrition, 3 credits**

**Prerequisites: None**

This course explores the topics and links between nutrition, detoxification, immune function, and botanical remedies for optimal holistic health. This covers detox mechanisms in the body, nutrition's role in supporting these mechanisms, and countering environmental toxins and dietary contaminants. Topics covered include the impact of nutrients, phytonutrients, herbs, fasting and dietary patterns on immune modulation, inflammation regulation, and preventative disease strategies. Case studies, research reviews, and practical applications will be utilized to enhance critical thinking skills in the field of holistic nutrition.

## **NUT 510 Nutrition and Dietary Supplements, 3 credits**

**Prerequisites: None - NUT 501 is recommended for nutrition majors**

This course is an in-depth exploration of holistic approaches to nutrition and dietary supplements to promote optimal health and well-being. Herbal medicine and botanical supplements such as herbs, spices, and botanical extracts for their therapeutic properties will be studied. Functional foods and nutraceuticals will be examined for their potential health benefits as probiotics, prebiotics, antioxidants, and omega-3 fatty acids. Students will engage in hands-on learning experiences, including herbal and aromatherapy preparations and case studies to reinforce their understanding and application of course concepts.

## **RES 501 Assessment and Integration of Research, 3 credits**

**Prerequisites: None**

This course gives students a solid theoretical understanding of the types of research study designs, statistical evaluation methods, and presentation of findings. Students locate, assess, and integrate sources in the development of a research paper. Students will develop an understanding of what constitutes Masters-level writing and research, and apply this understanding throughout their graduate program.

# ACHS Student Services

## Alumni 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.

### Alumni Services at ACHS

ACHS is proud of its alumni community and is committed to continually developing programs that support alumni professional development and lifelong learning in holistic health.

ACHS offers alumni support that:

- Encourages students and alumni to explore professional pathways
- Provides tools to assist in managing the transition from school to career such as our Master Lecture Webinar series and free Alumni Success Coaching program
- Supports students as they expand their knowledge of the professional workplace, including standards, credentials, and legal compliance
- Provides access to practitioner liability insurance. Learn more about insurance benefits at [achs.edu/professional-liability-insurance](https://achs.edu/professional-liability-insurance)
- Teaches students and alumni how to leverage personal connections and networks
- Provides tools and resources on starting a business to entrepreneurial graduates
- Provides jobs boards and resource links to assisting alumni in their job searches
- Provides professional development resources, training, and mentorship to help students and graduates with meaningful support for success

For more information about alumni services, please visit [achs.edu/alumni](https://achs.edu/alumni) or email [alumni@achs.edu](mailto:alumni@achs.edu).

## Placement Services & Career Planning

ACHS cannot guarantee placement of graduates. Many factors beyond education and experience may affect professional outcomes, including soft skills, work ethic, integrity, and other skills that may not be developed through education and training alone.

ACHS is committed to providing the support and resources graduates may need to plan for their career and empower their professional journey. ACHS's Career Services will support graduates to explore career options, building a professional portfolio including resume and references, and conduct job searches. ACHS also partners with TimelyCare to provide career support and coaching to all current students at no additional cost. These services include career coaching and exploration, business planning, resume reviews, interview preparation, and networking support.

Students are encouraged to connect with the ACHS Career Services department when they enroll. Support is available upon enrollment and beyond graduation. View more information about Alumni Services online at [achs.edu/alumni/career-center/](https://achs.edu/alumni/career-center/).

## ACHS Alumni Highlights

### Alumni in Action

ACHS alumni are doing incredible work around the globe! Check out ACHS's Alumni in Action at [achs.edu/alumni-in-action/](https://achs.edu/alumni-in-action/), and get ready to be inspired!

### Outstanding Graduate and Famous Alumni of the Year Programs

Every year ACHS chooses one graduate to represent the College in the DEAC Outstanding Graduate of the Year program and one graduate to represent the College in the DEAC 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.

### Networking Opportunities

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:

## Coaching for Success Facebook Group

Students can also take advantage of networking opportunities in the ACHS Facebook Coaching for Success Group at [facebook.com/groups/307998199886556/](https://facebook.com/groups/307998199886556/). Share ideas for a new business or job search with other students and graduates. Hint: Students can also share ideas and collaborate with their classmates as they complete their training.

## ACHS Social Media

Stay up-to-date with the latest research, industry news, and top tips for wellness with:

- [ACHS Health & Wellness Blog](#)
- [ACHS on YouTube \(ACHStv\)](#)
- [ACHS on Instagram](#)
- [ACHS on LinkedIn](#)
- [ACHS on Pinterest](#)
- [ACHS on X](#)
- [ACHS on TikTok](#)
- [ACHS on BlueSky](#)

## ACHS Student Center

The ACHS Student Center features a Student Lounge module with discussion boards so students can “hang out” and connect with classmates across all ACHS programs. There are discussion boards for regional groups, kitchen masters, gardening enthusiasts, fitness gurus, and more!

The Student Center is also where to find additional support (e.g., study tips, writing tools, ACHS social media), more information on college policies, or a form.

## Library Services

Keeping up-to-date with industry research is important in all health-related fields, especially in holistic health and wellness, which is developing so rapidly.

As part of our commitment to providing the highest quality education, ACHS maintains an extensive student library accessible online 24/7.

The ACHS Library (also sometimes referred to as the Virtual Library or the Library Launchpad) provides free access to several subscription databases, as well as links to

open access databases, online journals, industry websites, reference and citation tools, and additional resources.

## ACHS Library Databases

All current students are provided access to several subscription research databases. Note, library resources may be updated throughout the year to support student success. Current resources include:

### NatMed Pro Database

The NatMed Pro database was founded by clinicians and researchers to provide evidence-based information about complementary and alternative therapies. Within Natural Medicines, students can search subject-specific databases on Food, Herbs, Supplements; Health & Wellness; Sports Medicine; Commercial Products; Medical Conditions; among others.

### EBSCO Discovery Service

EBSCO Discovery Service is a one stop shop for searching all ACHS library databases, including ScienceDirect, The LIRN Database, PubMed, and Director of Open Access Resources, at once. Additionally, this service allows the user to search within individual publications, browse specific databases, and browse specific topics.

### ScienceDirect College Edition: Health & Life Sciences Collection

ScienceDirect is a leading source for scientific, technical, and medical research. This subscription library allows students to explore journals, books and articles and serves as a trusted source with a broad range of topics for programs such as environmental science, biology, nursing, and more.

### The LIRN Database

The LIRN is a 501(c)(3) nonprofit corporation and provides access to millions of articles, eBooks, videos, and other resources within subject-specific databases. Students can use the LIRN general search to search all results within the entire database or Advanced Search to search by subject group or individual database (e.g., Research Library: Health and Medicine).

The **ProQuest Research Companion** is a tool within the LIRN designed to guide students through the research and writing process. This is optional, but a highly recommended tool that demystifies the research writing process in nine easy-to-follow modules.

The **ProQuest RefWorks Tool** is a reference management tool within the LIRN that supports the reference and research process. Create an account with your ACHS email address.

*Students are also provided access to several open access and research help resources, including:*

## **Google Scholar**

Google Scholar is a scholarly search engine operated by Google that houses literature across many disciplines.

## **BASE (Bielefeld Academic Search Engine)**

BASE, operated by the Bielefeld University Library, is an open-access resource with more than 5,000 sources, including full-text research articles.

## **Directory of Open Access Journals**

The Directory of Open Access Journals is an online directory that provides access to free, open access, peer-reviewed journals. A full list of ACHS's open access resources can be viewed under the Recommended Library Resources section of the Library Launchpad.

## **Article Request Service/Shared Articles**

The ACHS Library provides current ACHS students, faculty, and staff with an article request service to assist in obtaining electronic journal articles from Oregon Health & Science University (OHSU) that are not available for free in the ACHS Library Launchpad. Articles are delivered electronically via email.

To submit a request, ACHS students, faculty, and staff fill out the ACHS Article Request Form located within the Library Launchpad with all necessary citation information. This service is available Monday through Friday, 8:30 a.m. - 5:30 p.m. PT and takes approximately 72 hours for delivery.

In addition to the article request service, the ACHS Library contains a bank of shared articles. These articles are sources ACHS students, faculty, and staff have requested or purchased in the past, and should only be used for scholarly purposes.

## **Library Resource Guides**

These specific tools are instructional guides on library topics including a guide on what's in the library, searching the library databases, search strategies, evaluating resources, how to publish an article, the Library ChatStaff service, and the Latin Pronunciation Guide.

## **Library Subject Guides**

These specific tools are downloadable guides that list library resources by academic discipline. There are eight guides on the following academic disciplines:

- Anatomy & Physiology
- Aromatherapy
- Chemistry
- Integrative Health Sciences
- Herbal Medicine
- Holistic Nutrition

## Library Training Video Resources

The ACHS librarian hosts library webinars on library-specific topics including how to use the library databases, APA, search strategies, and more. These webinars are also recorded for those who cannot attend the live sessions.

## APA and Citations Assistance

These specific tools are downloadable APA and references cheat sheets, video tutorials, ungraded quizzes, and worksheets for those needing extra assistance with citing and referencing in the APA 7th edition format.

## Student Center Writing Support

Writing lab tools are also available for students of all levels in the Student Center. Review common writing errors and download resources to help practice and improve as they progress through their coursework. ACHS also offers a Peer Tutoring service. Students should contact their instructor for more information.

## Contact the Librarian

The best way to contact the ACHS Librarian with research questions or questions about the ACHS Library resources is to email [librarian@achs.edu](mailto:librarian@achs.edu), submit a request via the Ask the Librarian button in ACHS online classrooms, or post to the Ask the Librarian discussion board in the ACHS Library Launchpad, contact us tab.

Additionally, an offsite librarian is available to chat after hours and on weekends via the ACHS 24x7 Chat Service, ChatStaff.

## Student Discounts

ACHS students benefit from discounted goods and services with several 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 [achs.edu/alumni-discounts](https://achs.edu/alumni-discounts) for details.

## Student Grammarly Account

Grammarly is a Web app that, according to Forbes, “quickly and easily makes your writing better.” ACHS uses Grammarly across the institution. This tool is like having a writing tutor anytime and anywhere (except with pen and paper!).

All active ACHS students have full premium account access to Grammarly. Visit the Student Center in Canvas for more information about Grammarly and additional writing resources.

To access a premium Grammarly student account, go to [grammarly.com/edu/signup](https://grammarly.com/edu/signup), enter name, password, and student email address @achs.edu. Then follow instructions to integrate the app into most web browsers and some word processors.

## Student Housing and Counseling

As a distance learning institution, student housing and meals are not provided. Discounted hotel accommodation rates may be available for out-of-town students attending optional activities such as graduation.

Counseling and healthcare services are available to students through TimelyCare. TimelyCare offers 24/7 Access to Virtual Care, Self-Care & Well-Being Tools including Health Coaching. Students who are actively taking courses have access to these services and can register online at [timelycare.com/achs](https://timelycare.com/achs). Student advising and resource services are also available to students through their professors and Student Services ([stuserv@achs.edu](mailto:stuserv@achs.edu)).

## Student ID Cards

ACHS provides student ID cards to enrolled students upon request. To receive your student ID card complete the [Student ID Card Request Form](#) or call 800.487.8839. Your ID card will be emailed to you within 1-2 weeks following verification of student status.

## Transcripts & Letters of Recommendation

Transcripts and letters of recommendation for students and graduates in good standing may be requested from the Registrar's Office. Students should complete the Transcript Request Form or Letter of Recommendation Request Form and submit it to the Registrar's Office. The graduation application fee includes one official transcript upon program completion. There is a small fee for each additional official transcript (view fee information at [achs.edu/other-fees](https://achs.edu/other-fees)). Order transcripts or request a Letter of Recommendation at [achs.edu/alumni-services/](https://achs.edu/alumni-services/)

## Transcript Requests for Deceased Students

All requests for copies of the transcript of a deceased student must be made in writing, addressed to the registrar, and include as much of the following student information as possible:

- Student's name while enrolled (and former name, if applicable)
- Student's social security number (if applicable) or student ID number (if known)
- Student's date of birth
- Dates of enrollment
- Death certificate (original preferred, photocopy is acceptable) or obituary notice\*

The requestor must also provide the following personal information with the written request:

- Name
- Mailing address
- Phone number
- Documentation of the relationship of the requestor to the deceased\*\*
- Reason for the request
- Signature
- Date of request

\* If an original death certificate is provided, it will be photocopied for the College's record and returned to the requestor with the transcript.

\*\* Usually the requestor is a surviving child and, in that case, the request should be accompanied by that person's birth certificate. Most U.S. birth certificates list the child's parents' names and are compared to the death certificate. An original birth certificate is preferred, which will be photocopied for the College's record and returned to the requestor with the transcript.

# College Policies (in alphabetical order)

## Academic Calendar

The ACHS academic calendar can be found at [achs.edu/academic-calendar](https://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, Spring, and Summer—and select accelerated, 7.5-week courses are also offered throughout the year.

Class sizes are limited and do fill quickly. Students are encouraged to register early to ensure their place in class. Please note that not all ACHS courses may be offered for every start date on the academic calendar, and course schedules may change.

## Academic Credit

All credits awarded are semester credits. ACHS complies with the U.S. Department of Education Federal Regulations, 34 CFR 602.24 Credit-Hour policies and OODA OAR 583-030-0035(5), to accurately assign and measure student effort by:

- Using established policies and procedures for determining the credit hours (as defined in 34 CFR 600.2)
- Assigning credit hours that conform to commonly accepted practices in higher education (as outlined in 34 CFR 668.8)
- Regularly evaluating credit hours (sampling, etc.) to ensure compliance with paragraph (f)(1)(i)(B) of 34 CFR 602.24
- Using an established process to appropriately address any deficiencies that are identified as part of its review and evaluation process under paragraph (f)(1)(i) and (ii) of 34 CFR 602.24

Under the Carnegie Unit and Student Hour system, one credit is equivalent to 45 hours of student work. Thus, a three (3)-credit course incorporates approximately 135 hours of student work.

# Academic Honesty

ACHS believes that meaningful learning happens when there is honesty and a commitment to academic integrity. Therefore, all students and faculty of ACHS must abide by the ACHS Academic Honesty Policy. Failure to do so is grounds for disciplinary action, up to and including dismissal from the College.

ACHS expects all ACHS students to be completely honest. Each student must complete their own assignments and examinations. Evaluation is based on the merit of original coursework. To uphold Academic Honesty, students will:

- Complete their own work, including all writing submissions, discussions, tests, and exams.
- Honor all closed-book exams and not refer to outside materials.
- Never share assessment questions before or after taking a test or exam, copy the test/exam questions, or store test/exam questions on their computer.
- 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 professor(s). If approved, there must not be more than a 30% similarity between the new and original assessment.

## What is Plagiarism?

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).

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 personal 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 original research and ideas
- Partial or incomplete attribution of words, ideas, or data from an original source
- Copying and pasting AI generated content without including appropriate citation

- Using paper-generating websites to generate or alter unoriginal content to avoid plagiarism detection

Students must author any work submitted at ACHS. Submitting AI-generated content as original work is prohibited and will be regarded as a breach in the academic honesty policy. Students are still held responsible if plagiarism is inadvertent. Whether they choose to summarize, paraphrase, or quote an author, ACHS requires students to form their own ideas and use their own words. If they are unsure whether or not they are properly attributing, students should consult with their professor(s) and refer to the resources in the online classroom and/or in the ACHS Student Center for guidance.

## What is Cheating?

Cheating includes, but is 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 behalf of another student
- Inappropriately providing or receiving information or academic work so as to gain unfair advantage over others (such as selling or buying a copy of exam questions before an exam)
- 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

## Procedures for Handling Incidents of Academic Dishonesty: Consequences

If a professor at ACHS suspects that students have breached the Academic Honesty Policy, they are responsible for investigating the situation and taking appropriate action. If academic dishonesty is suspected, the professor will first discuss the incident directly with the student to determine if the act was intentional.

If the professor believes the breach was **unintentional**, the first step is for the student to resubmit their work by an agreed upon deadline. Note that late assignment penalties may apply if plagiarism or dishonesty is found after the assessment due date.

If the professor believes that the breach was **intentional**, they may give a failing grade for that assessment. Depending on the gravity of the plagiarism or cheating, or the assessment in question (e.g., a final exam), this may result in failing the course.

Generally, students who have cheated on a final exam will not be permitted to retake the exam and will instead be required to retake the course in its entirety if they are permitted to continue with the institution.

## Reporting Dishonesty

Any student can anonymously report dishonesty to student services at [stuserv@achs.edu](mailto:stuserv@achs.edu) or call 800.487.8839 for investigation.

### Questions?

For more information on the ACHS Academic Honesty Policy, contact the chief academic officer at [academicdean@achs.edu](mailto:academicdean@achs.edu).

## Access & Accommodations Policy

American College of Healthcare Sciences (ACHS) is an equal opportunity educational institution and is committed to providing access to students with disabilities in accordance with Section 504 of the Rehabilitation Act and the Americans with Disabilities Act of 1990 (ADA). The ACHS online platform exceeds the defined student requirements of Section 508, the U.S. Federal Accessibility Standard for electronic and information technology. ACHS utilizes state-of-the-art courseware and support services in their learning platform, Canvas.

Please visit [achs.edu/access-policy](https://achs.edu/access-policy) for more information regarding requesting accommodations for studying at ACHS.

## Assessment

### Due Dates

As busy adult learners, we appreciate that life events can sometimes interfere with studies. ACHS courses are designed to provide flexibility for study time throughout the week, however, there are due dates for assignments each week that students are

required to meet. These are designed to ensure discussions in class are engaging and interactive, and also provide structure for coursework to help students successfully complete their course(s).

If students anticipate not being able to meet a due date for a module assignment, they must contact their professor in advance or the ACHS Late Grading Policy will apply. All work is due by the end of the semester unless an incomplete is applied for and granted. View the full policy at [achs.edu/late-grading-policy](https://achs.edu/late-grading-policy).

If submitting late work, students should email their professor so they know when work is ready to be graded. Students are asked not to post messages about being late in the Instructor's Virtual Office or Community Café, where it can negatively impact the motivation of other students.

## Make-up Work

Students are required to notify their professor and/or student services advisor if they will not be able to meet any deadline. If students do not complete an assessment on or by a set date because of illness, technical issues, or other serious problems, the professor or student services advisor can permit additional time to complete the assessment.

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 successfully complete. 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 professor 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.

## Required Assessments

Final grades are made up of points from each assignment in the course. Students can see how the final grade for courses are calculated in each course syllabus. Some assignments are weighted much more heavily than others, in order of importance for the course and program learning outcomes, as determined by faculty and subject matter experts. Students must receive a final course grade of 60% or higher to pass the course.

ACHS courses also feature asynchronous discussions, knowledge building quizzes, and smaller module assignments designed to keep students engaged and help them

learn the materials; these also vary by course. Students will receive an assignment grade of “0” for any assignments not submitted.

Non-required assignments have been organized to contribute a very small percentage to the final course grade, in proportion to their importance, as determined by faculty and subject matter experts.

## Campus Security

ACHS takes the safety of all stakeholders, including visitors, students, faculty, and staff, very seriously. The College makes every effort to provide students and staff with a safe and secure environment in which to study and work. ACHS’s offices are open to the public Monday through Friday, 8:30 a.m. to 5:30 p.m., Pacific time and during special events. The College’s offices are secured during non-business hours.

Note, as a distance education only institution, ACHS is exempt from Campus Safety and Security Reporting.

## Census Period

**Title IV Recipients:** ACHS is a non-attendance taking institution. Students using federal financial aid are required to establish participation within the first 14 days of the semester to be eligible to receive funding for the semester; Title IV funds are then disbursed for a student under the assumption that the student will participate for the entire period for which the assistance is awarded.

## Challenge Exams

Challenge exams are available to students who are able to demonstrate proficiency in the course learning outcomes through prior education or experience but may not have eligible transfer of credit. Note, CAP 501 Masters Capstone Project and courses with a DSC course code cannot be completed by challenge exam or comparable paper submission.

Challenge examinations consist of the final exam for the course and require the exam to be proctored; learn more about exam proctoring online at [achs.edu/exam-proctoring-requirements](https://achs.edu/exam-proctoring-requirements). In courses that culminate in a final paper, the challenge exam consists of comparable writing assessments. Before attempting the exam, students

may review the course description, learning outcomes, and a list of required textbooks on the ACHS website under each course description.

A \$75 fee applies for each Challenge Exam. The passing score for challenge exams is 70%.

No more than 25% of the credits towards a degree can be obtained through examinations and are subject to ACHS's maximum allowable transfer of credit requirements in combination with transfer of credit for earned academic credit. Details are available from Admissions or Student Services; view fee information online at [achs.edu/other-fees](https://achs.edu/other-fees). Challenge exams may generally only be attempted once; additional attempts require approval by the Academic Standards Committee.

Students who successfully pass a challenge exam will not incur tuition charges for the course(s). If a student successfully passes a challenge exam after the course tuition has been applied to the student's account, the course will be canceled and a prorated tuition adjustment will be credited to the student's account in accordance with the institution's refund policy (refer to the Refund Policy).

Students may also be eligible to earn credit by CLEP, DSST and AP exams:

- College Level Exam Program) CLEP exams - [achs.edu/clep-exams](https://achs.edu/clep-exams)
- DANES (DSST) Credit-by-Exam program - [getcollegecredit.com/](https://getcollegecredit.com/)
- Advanced Placement Tests (AP) - [achs.edu/challenge-exams/ap-tests/](https://achs.edu/challenge-exams/ap-tests/)

## Change of Address

Change of addresses and other contact information can be submitted at [achs.edu/change-address](https://achs.edu/change-address). Students who have recently registered for classes are asked to contact student services at 800.487.8839 or email [stuserv@achs.edu](mailto:stuserv@achs.edu) right away to ensure course materials are shipped to the correct address if applicable.

Please contact [stuserv@achs.edu](mailto:stuserv@achs.edu) to update an email address.

**IMPORTANT:** Students are required to allocate one email address for their ACHS student record and use this email exclusively for electronic communications with the College, including the submission of registrations or other forms on the ACHS website.

# Commencement

ACHS hosts an annual commencement ceremony; the event is live-streamed for all graduates and guests to join online and may include an in-person attendance option. Graduates will be notified each year by email of opportunities to attend or participate in the ACHS commencement ceremony.

All students who have completed a certificate, diploma, or degree program within the last year or are active in their final semester are eligible to participate in the commencement ceremony, in-person or virtually.

Graduation deadlines and commencement information is available at [achs.edu/achs-graduation-celebration/](https://achs.edu/achs-graduation-celebration/).

Students' final cumulative GPA upon completion of program requirements is used to determine honors. However, students participating in the commencement ceremony while completing their final semester must meet the honors criteria at the **end of the prior semester** to qualify for honors recognition at the commencement ceremony.

Students may opt out of the inclusion of their name in the official graduating class roster by submitting a request in writing to the Registrar's Office. Please note that the name and graduation information for students who have opted out of the release of directory information **will not** be read at the ACHS annual commencement ceremony or published in the commencement program.

# 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. For more information, please see the website of the U.S. Copyright Office at [copyright.gov](https://copyright.gov).

## Course Length

ACHS courses are cohort-based and completed over 15 weeks. Select accelerated courses may also be offered and are completed over 7.5 weeks. Courses start and end on specific dates and course due dates are set throughout each semester. Students can view the start and end dates of each class within their online classroom, within their account at [portal.achs.edu/](https://portal.achs.edu/), and on their enrollment paperwork. Students will find due dates for each course within the online classroom and in the integrated course calendar.

## Dean’s List

At the end of each semester, students who have earned a 4.0 GPA for the semester will be honored with the distinction of being listed on the Dean’s List. Students who receive “I” (Incomplete) grades during the semester are not eligible for the Dean’s List.

Learn more about the published ACHS Dean’s List online at [achs.edu/achs-deans-list](https://achs.edu/achs-deans-list).

# 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. View the Student Rights & Code of Conduct section in this catalog for more information.

## Drug and Alcohol Use

As an institution that participates in Title IV federal financial aid programs and in compliance with federal requirements, ACHS provides this annual notice to students, employees, and faculty regarding its Drug and Alcohol Use policy including possible sanctions for violations of this policy.

ACHS is committed to providing a drug-free, healthful, and safe learning environment for students, employees, and faculty. In accordance with federal, state, and local law, the illegal use, abuse, possession, manufacture, sale, transfer, or distribution of drugs by students, employees, or faculty while on campus or at any ACHS-sponsored event is prohibited.

The possession or use of alcohol by students, employees, or faculty 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 who are alleged to have violated this policy will be subject to ACHS's Student Code of Conduct disciplinary actions as outlined in this Program Catalog up to and including expulsion and referral for prosecution.

Employees or faculty who are alleged to have violated this policy will be subject to ACHS's conduct policies as outlined in the ACHS Employee Handbook or ACHS Faculty Handbook respectively, up to and including termination of employment or teaching contracts and referral for prosecution. Students, employees, and faculty should consult their local authorities for information regarding criminal and civil penalties related to the use of illicit drugs or alcohol abuse.

The risks associated with the use of illicit drugs and the abuse of alcohol are numerous and include physical and mental impairment, emotional and psychological deterioration, and negative effects on relationships with family and friends. Impaired judgment and coordination resulting from the use of alcohol and other drugs are associated with acquaintance assault and rape; DUI/DWI arrests; hazing, falls, drowning and other injuries; contracting sexually transmitted infections; and unwanted or unplanned sexual experiences and pregnancy. Alcohol and other drug use may also lead to other health problems such as respiratory depression, cancer, Fetal Alcohol Syndrome, elevated blood pressure, and in some cases, death.

Students, employees or faculty with questions or concerns about substance dependence or abuse are encouraged to discuss these matters with their primary care physician or other local healthcare or mental health professional. Students, employees, or faculty experiencing instances of substance abuse are urged to seek assistance from local resources.

## Additional Resources

The Center for Substance Abuse Treatment and Referral Hotline – Information and referral line that directs callers to treatment centers nationally (1.800.662.HELP). Drug Free World resources: [drugfreeworld.org/#/interactive](https://drugfreeworld.org/#/interactive) – Stories from real people who experienced addiction and how they recovered as well as informational resources.

Alcoholics Anonymous ([aa.org/](https://aa.org/)) and Narcotics Anonymous ([na.org/](https://na.org/)) for immediate and on-going support

Students with questions or concerns about substance dependence 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 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 biennially by the ACHS academic teams and board of directors.

## Dual Capstone Policy

The ACHS capstone project represents a culmination of a student's academic work and experience with ACHS. The purpose of a capstone project is multi-faceted: to demonstrate mastery of a particular subject, to demonstrate achievement of program learning outcomes, and to enhance a student's professional portfolio. During the capstone course, students design their own capstone projects and draw from all facets of their education. Due to the highly specialized nature of a capstone project, students pursuing two master's degrees with ACHS will typically be required to complete two distinct capstone projects. In some cases, a student may petition the Academic Standards Committee to complete one capstone project that meets the requirements for two master's degrees.

The following parameters must be met in order to qualify for review by the Committee:

- The student must be enrolled in two master's degrees concurrently
- The capstone project must align with the learning outcomes of both programs

View the procedure for applying for a dual capstone online at [achs.edu/capstone-dual-majors](https://achs.edu/capstone-dual-majors).

## Dual Program Enrollment Policy

Dual enrollment is designed to provide students with the opportunity to broaden their training and seek additional qualifications through stackable credentials. Generally, students will be required to complete a program prior to enrolling in a secondary program. In special circumstances, dual program enrollment may be approved by the Academic Standards Committee in accordance with the following guidelines.

### General Guidelines for Dual Program Enrollment

1. Dual programs must be in complementary disciplines.

2. The student must meet all admissions requirements for both programs. Students applying for dual program enrollment must have a minimum incoming GPA of 3.0 for new students. Current students must hold a 3.0 cumulative GPA at ACHS, have completed at least 12 semester credits, and be in good academic standing.
3. Dual program enrollment must be approved by the appropriate Program Dean(s).

Students applying for Dual Enrollment in a Master degree program may also petition to complete a single Capstone project, subject to advance approval by the applicable Program Dean(s). See the Dual Capstone policy. Please note that additional requirements may apply for students using Veterans education benefits who wish to pursue dual program enrollment.

**Please note:** If already a graduate of an ACHS Master Degree program and returning to complete a second degree, the student is not eligible to petition for a dual Capstone.

## Final Examination Process

### Online Examinations

The ACHS 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.

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. All final exams are closed-book and must be taken without the use of notes or other reference materials; students are expected 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.
- No student may share quiz or exam questions with any other student, before or after taking a quiz, module exam, or final exam.
- Online exams also utilize other methods to ensure academic honesty, for example tracking students’ IP addresses 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

To ensure academic integrity, ACHS requires students to take proctored assessments at appropriate intervals throughout their program. This verifies that the student who takes the exam is the same person who enrolled in the program and that the examination results will reflect the student’s own knowledge and competence in accordance with stated learning outcomes. Students complete proctored exams through the online classroom in Canvas; proctored exams require a web camera. For more information, please visit [achs.edu/exam-proctoring-requirements](https://achs.edu/exam-proctoring-requirements) or email [stuserv@achs.edu](mailto:stuserv@achs.edu).

## Grading Policy

Course grades are a reflection of student mastery of course learning outcomes. Faculty may evaluate student performance through quizzes, exams, discussion posts, class participation, research work, essays, group projects, and other appropriate assessments.

### Grading Scale

ACHS uses a letter grading system. All courses and course grades, except those courses dropped during the drop period, are recorded on a student’s permanent academic transcript. Only grades earned at ACHS are computed in the Grade Point Average (GPA).

Letter Grade	Percentage Grade	GPA Points	Included in GPA	Included in Total Attempted Credits
A+	> 96%	4.0	Yes	Yes
A	93-95%	4.0	Yes	Yes
A-	90-92%	3.7	Yes	Yes
B+	86-89%	3.3	Yes	Yes
B	83-85%	3.0	Yes	Yes

Letter Grade	Percentage Grade	GPA Points	Included in GPA	Included in Total Attempted Credits
B-	80-82%	2.7	Yes	Yes
C+	76-79%	2.3	Yes	Yes
C	73-75%	2.0	Yes	Yes
C-	70-72%	1.7	Yes	Yes
D+	66-69%	1.3	Yes	Yes
D	62-65%	1.0	Yes	Yes
D-	60-61%	0.7	Yes	Yes
F	59% and below	0.0	Yes	Yes
CHAL	Challenge Exam successfully passed; credit given, no grade points.	N/A	No	Yes
I	Incomplete; no credit or grade points.	N/A	No	Yes
I/Alt Grade	Indicates "I" grade was completed and converted to a passing grade (e.g., I/A or I/R in the event the course is retaken). Grade points and credits are assigned using the alternative grade's measurement.	See Points for Alt Grade	Yes	Yes
P	Credit Given, No Grade Points	N/A	No	Yes
NP	No Credit Given, No Grade Points	N/A	No	Yes
R	No Credit Given, No Grade Points	N/A	No	Yes
T	Transfer Credit Awarded - Credit Given, No Grade Points	N/A	No	Yes
W	No Credit Given, No Grade Points	N/A	No	Yes

Letter Grade	Percentage Grade	GPA Points	Included in GPA	Included in Total Attempted Credits
AW	Administrative Withdrawal; administratively assigned due to withdrawal by the institution. Reasons for AW include, but are not limited to, non-payment or violations of the ACHS Academic Honesty Policy (Honor Code).	N/A	No	Yes
W/F	Students who cease participation in academically related activities prior to the end of the term will be classified as receiving a "withdrawn failing," and the course grade reflected as "W/F" unless they have completed enough coursework to receive a passing grade.	0	Yes	Yes

## Grade Point Average (GPA)

Each student's 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; D=1 grade point; 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
ENG 101	3	C	6
NAT 101	3	F	0

EXAMPLE STUDENT TRANSCRIPT			
Course	Credit Hours	Grade	Grade Points
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  
 $27/12 = 2.25$

## 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 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.

# GPA & Pace of Completion Calculations

## Add/Drop Policy

Students may add courses within the first 14 days of each semester. Students who add courses after the start of the semester are responsible for fulfilling all course requirements.

Students may drop courses through the last date to drop with refund, as outlined on the ACHS Academic Calendar. A pro-rata refund will be applied in accordance with the institution's refund policy. Courses dropped before the last day to drop will receive a "W" grade; courses dropped after the last day to drop will receive an "F" grade.

Requests to drop should be submitted via email to Student Services at [stuserv@achs.edu](mailto:stuserv@achs.edu); phone or fax to 800.487.8839; or mail to ACHS, 5005 S. Macadam Ave, Portland, OR 97239. When dropping a course, the refund policy is applied based on the date the request is received at ACHS or the postmarked date if mailed, not the last date of attendance.

# Course Incompletes – “I” Grade

Students who are unable to complete a course due to circumstances beyond the student’s control may be eligible to apply for an Incomplete “I” grade.

- Student has completed at least 50% of all coursework two weeks prior to the end of a semester (or one week prior to the end of an accelerated term). For courses with a major project such as a research paper, or case study portfolio, the student must have submitted a first draft as part of their completed coursework to qualify for an incomplete. For capstone courses, students must have submitted at least one draft of all sections of their paper.
- Student requests an Incomplete by submitting an [Incomplete Grade Request form](#) by two weeks prior to the end of a semester or one week prior to the end of an accelerated term (fees apply—view fee information at [achs.edu/other-fees](https://achs.edu/other-fees)). The Incomplete Grade Request form requires students to provide a specific plan for completing all outstanding coursework within 30 days.
- Incomplete grade requests are reviewed and decided by the student’s advisor in collaboration with faculty teaching the incomplete course(s).
- Students will receive notification of the decision on their request via email and/or phone.
- During the 30 days provided for completion, students are required to meet with their assigned Student Success Advisor by phone or virtual conference or provide a written update to demonstrate progress and receive support and coaching as needed to complete outstanding coursework.
- Students will regularly communicate with their course Faculty regarding any questions or concerns and notify the instructor when work is submitted.
- Students will be given up to 30 days to complete outstanding coursework; additional time may be granted in special circumstances. If a student requires more than 30 days and has not submitted a satisfactory amount of work (at least 50% of all outstanding coursework needed for course completion) then the student must retake the course.

Incomplete grades not converted to a passing grade within one year will be assigned a failing or “F” grade, and the student will be required to retake the course. Students who have completed at least 50% of the course and have not applied for an Incomplete grade will receive an “F” grade, also called an “Earned F”, and the student will be required to retake the course. An “I” grade does not impact the calculation of CGPA. Credits associated with courses in which an Incomplete grade is received are included in Total Semester Credits Attempted, and they count toward the maximum timeframe for completion. Please see Grading Scale for more information.

## Course Incompletes – “W/F” Grade

Students who cease participation in academically related activities prior to the end of the term will be classified as receiving a "withdrawn failing," and the course grade reflected as “W/F” unless they have completed enough coursework to receive a passing grade.

For students receiving Title IV Federal Financial Aid, a recalculation of their financial aid eligibility will be conducted based on the later of the midpoint of the payment period or the last date of participation. The last date of participation is defined as the last day the student participated in an academically related activity.

If it is determined that a student earned less aid than was disbursed, the unearned aid for the payment period must be returned to the appropriate federal financial aid program(s). When Title IV funds are returned, the student may owe a balance to ACHS. Students are responsible for payment of any resulting balance.

Credits associated with courses in which a W/F grade is received are included in CGPA and Total Semester Credits Attempted and count toward the Maximum Time Frame for Completion.

Please see the Grading Scale for more information.

## Course Withdrawals — “W” Grade

A “W” grade is not included in the calculation of CGPA. Credits associated with courses with a “W” grade count toward the Total Semester Credits Attempted and Maximum Time Frame for Completion.

## Course Repeats

Credits from all course attempts will be counted in Total Semester Credits Attempted and count towards the Maximum Time Frame for Completion. Only the highest grade received will be included in the calculation of CGPA. Upon completion of the repeated course, the grade earned will be included in the GPA. The grade in the original course will be changed to R to indicate it was repeated.

Generally, a course may be repeated one time. In exceptional circumstances, the Academic Standards Committee may approve additional repeat attempt(s). Students receiving Title IV Federal Financial Aid may repeat a course in accordance with ACHS's academic policy and Department of Education guidelines.

## Grade Level Progression

Students are assigned to a particular class level on the basis of the following credit hour requirements:

- First Year: 1-23 credits
- Second Year: 24-47 credits
- Third Year: 48-71 credits
- Fourth Year: 72+

## Transfer Credits from Other Institutions, Readmitted Students, and Students Changing Majors

If a student transfers to ACHS from another institution, the transfer credits that have been accepted by 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 CGPA.

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 also be calculated into the CGPA.

## Grade Appeals

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

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

If a student is unable to resolve a disputed grade with their professor, the student may petition the Academic Standards Committee (ASC). The student must submit the Academic Standards Committee Petition Form within two weeks of the end of the course to be considered. The ASC may conduct an independent review of student work contributing to the disputed grade in coordination with the Program Dean and make a final determination. The Program Dean or ASC designee will advise the student of the Committee's decision 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 professor directly if they need to retake a module exam or resubmit an assignment.

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

The grade for the resubmitted assessment 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 grade.

## Graduate Profiles

We profile successful graduates and their professional and personal achievements on our website at [achs.edu/alumni-in-action](https://achs.edu/alumni-in-action) and across social media. Students and graduates interested in sharing their success can tell us more at [alumni@achs.edu](mailto:alumni@achs.edu).

# Graduation

Program requirements are governed by the program catalog provided in the student's enrollment agreement. These requirements remain in effect for the duration of the student's enrollment, provided the student complies with all applicable academic policies and standards.

To graduate, each student must:

- Complete all academic requirements, including a minimum cumulative GPA (CPGA) of 2.0 for undergraduate programs or 3.0 for graduate and post-graduate level programs in accordance with the Satisfactory Academic Progress policy. Note, students with a CGPA at graduation that does not meet these requirements will need to petition the Academic Standards Committee for a deviation from standard program requirements and may be required to retake a course or courses to raise their CGPA to meet the requirements.
- 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 ([contact.achs.edu/graduation-application](https://contact.achs.edu/graduation-application)) and pay the graduation fee

## Graduation Application Process

The registrar coordinates all applications for graduation ([registrar@achs.edu](mailto:registrar@achs.edu)). A completed graduation application along with the graduation fee must be turned into the Registrar's Office once all course requirements have been met and tuition and fees paid. The graduation application can be completed at [contact.achs.edu/graduation-application](https://contact.achs.edu/graduation-application).

Degrees are conferred and included on student transcripts when all graduation requirements have been met (see Graduation Requirements Policy).

Please note that students completing an individual course will not apply for graduation, however, may request an official transcript at [contact.achs.edu/achs-transcript-request](https://contact.achs.edu/achs-transcript-request).

Applications for graduation are processed in order of receipt; view graduation deadlines and more information online at [achs.edu/achs-graduation-celebration/](https://achs.edu/achs-graduation-celebration/). Rush graduation may be requested with an additional fee (view fee information at [achs.edu/other-fees](https://achs.edu/other-fees)).

Diplomas and/or certificates are individually prepared for each student and mailed to the student within four to six weeks of conferral. Graduates will be notified each year by email of opportunities to attend a graduation ceremony. Students are eligible to walk in graduation during their final semester; official conferral of certificate, diploma, or degree will occur upon completion of all program requirements.

## Honor Society

ACHS maintains a Chapter of the Delta Epsilon Tau (DET) Honor Society. The DET Honor Society is sponsored by the Distance Education Accrediting Commission 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

View more information at [achs.edu/delta-epsilon-tau-honor-society](https://achs.edu/delta-epsilon-tau-honor-society).

## Leave of Absence Policy

### Course

If a student needs a temporary leave of absence from a course, the student should reach out to their student services advisor and instructor. In some cases, the student may be able to make arrangements to submit coursework ahead of schedule or receive modified due dates to cover the leave period. Students are required to participate in substantive interaction in class each week, so approved leave options during a course may be limited. Students should refer to the section in this catalog and in their course syllabus titled, Required Assessments, for more information about managing course assignments.

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 prorated accordingly.

Students wishing to drop a course may do so in any manner and may want to also discuss options with their student services advisor at 800.487.8839 or email [stuserv@achs.edu](mailto:stuserv@achs.edu). Requests to drop a course should be sent to Student Services via email to [stuserv@achs.edu](mailto:stuserv@achs.edu); phone or fax to 800.487.8839; or mailed to ACHS, 5005 S. Macadam Ave, Portland, OR 97239.

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. ACHS cannot guarantee that space will be available in the next intake. In this case, an alternate course in the student's program may be recommended.

## Program

When it is necessary for active students to take a temporary break from their academic program, they should apply for an academic Leave of Absence (LOA) from ACHS. An LOA is defined as a temporary break from academic registration for those with a clear intent to return to the program of study. Upon return from the LOA, a student is not required to apply for readmission to the college.

Students may apply for an LOA for a period of up to 12 months and must provide an expected date of return. The applicant may be asked to provide documentation regarding the reason for the leave. Circumstances justifying a leave include but are not limited to:

- personal or family medical conditions
- call to active military duty (also see ACHS's Military Deferral Policy)
- maternity or paternity leave, or
- death in the immediate family.

A student's financial account must be in good standing to be eligible to request a leave of absence.

Students considering an LOA must contact their student advisor to discuss strategies to help them continue their studies prior to requesting the LOA. To apply for an LOA, students should submit the Leave of Absence Request form located at: [contact.achs.edu/leave-of-absence-request-form](http://contact.achs.edu/leave-of-absence-request-form).

Note: Students on a leave of absence are considered withdrawn for the purposes of federal financial aid and will be provided with exit counseling. Students with student loans should confer with their loan provider before requesting a leave of absence to ascertain the consequences of a leave on their loan status.

## 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, they should first contact their student services advisor to discuss their studies. Students can contact their advisor at 800.487.8839 or via email to [stuserv@achs.edu](mailto: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 assessments 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 their choice upon return to the institution for the two semesters immediately following their discharge from active duty.
- The ASC 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.

# Netiquette

“Netiquette” is the term used to describe the social code of network communication. It becomes crucially important in online courses since they do not include any “face-to-face” interaction with all communication being conducted via written words (emails and discussion boards). Online courses also lack non-verbal communication, such as body language, facial expressions, and voice interactions, making it easier to misunderstand words. More information about netiquette is provided to students in the ACHS Online Orientation and Student Center.

# 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, gender-identity, color, race, national origin, religion, sex, sexual orientation, marital status, disability, veteran status, or any other class protected by law.

# Petitioning for Deviation from Standard Program (Course Substitution)

The purpose behind all academic program requirements is to preserve the integrity of the program. At times, a student might request a deviation from the standard program requirements. Any modifications of academic programs or waivers of requirements are granted only after careful consideration by the Academic Standards Committee (ASC), including review by the chief academic officer and faculty as applicable. Please note the following:

- If a student requests to substitute courses, the requested courses must be at the same level or higher than the original courses in the program (for example, a 200-level course can be substituted for a 100-level course but not vice-versa).
- All prerequisites must be met for substituted courses, unless explicitly waived by the ASC.
- All original program learning outcomes must still be able to be met.

## Procedure for Submission of Petition for Deviation from Standard Program

1. Enrolled students should contact their student advisor to discuss the reasons for seeking a modification of the academic program or waiver of academic requirements. The advisor will direct the student to complete ACHS's Academic Petition requesting Deviation from Standard Program with all relevant supporting documents. The ACHS Petition can be accessed [online here](#).
2. The petition will be reviewed by the Program Dean and may include consultation with faculty and other Academic Standards Committee members as needed to ensure the program-level outcomes will still be able to be met.
3. The student is notified of the Committee's decision by email, telephone, text, or mail.

## Program Transfer Policy

Students considering transferring programs are asked to speak with their student services advisor. Students who would like to transfer programs should complete the [ACHS Standard Petition](#) for review by the Academic Standards Committee. Students must be in good academic and financial standing to be eligible to transfer.

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.

## Provisions for Undergraduate Student to Take Graduate-Level Courses

An undergraduate student may take up to nine credits of graduate-level courses and must meet the following criteria:

1. The student must have an overall grade point average of 3.0 or better through the preceding term, or most recent institution if not currently an ACHS student.
2. The student must meet the prerequisites for the course.

The following additional parameters apply:

- If the student wishes to earn graduate-level credit, he/she must pay the graduate tuition rate.

- If the student wishes to earn undergraduate-level credit, he/she may pay the undergraduate tuition rate.
- The graduate credit may be used to satisfy elective or core requirements in the undergraduate program.
- The student may apply a maximum of nine graduate credit hours toward undergraduate requirements.
- Graduate students receive priority enrollment in graduate-level courses.
- Earning graduate credits as an undergraduate is not a guarantee of future admission into any graduate program at the American College of Healthcare Sciences.

## Readmission

Students who voluntarily withdraw or are administratively withdrawn, must apply for readmission to ACHS through the Office of Admissions if returning after one year from the withdrawal date. Students must meet the current academic and admissions requirements and are subject to approval by the Academic Standards Committee (ASC).

To be considered for readmission, the student's academic records will be evaluated in order to determine if it is possible for a satisfactory 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 may be readmitted under the current catalog and program requirements, and may be eligible for Title IV funds upon re-enrollment (federal financial aid requirements apply).

After being readmitted to ACHS, any student not maintaining satisfactory academic progress each semester thereafter will be administratively withdrawn from ACHS and will not be eligible for readmission. Students will receive written notification of administrative withdrawal.

## Reinstatement

### Program

Students who interrupt their studies by officially withdrawing or have been administratively withdrawn from the College are eligible to apply for reinstatement within one year of the withdrawal date.

Students will be held responsible for the program requirements in effect and published based on the original program start date. A student who has been officially reinstated is expected to remain in good academic standing based on current standards.

To apply for a reinstatement, the student must complete an Academic Standards Committee Petition Form for Committee review.

## Requirements for Completion

### Course

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. Students must complete all assessments by the last day of the semester.

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.

### Certificate, Diploma, and Degrees

Certificates, diplomas, and 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 complete all academic requirements and be in good financial standing to graduate, with all fees paid. Certificates, diplomas, and degrees feature the College seal and are signed by the institution. Students can access their unofficial transcript and other student records in their student portal account; contact the Registrar’s Office for assistance at [registrar@achs.edu](mailto:registrar@achs.edu).

## 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 [info@achs.edu](mailto:info@achs.edu)). Students may not directly solicit or distribute commercial literature by any means.

## **Standards of Academic Progress (Satisfactory Academic Progress, SAP)**

ACHS expects all students to maintain satisfactory academic progress (SAP) toward completion of their enrolled program regardless of program and enrollment status. This policy is in effect for all students including students who receive Title IV federal financial aid and non-Title IV students. This policy also applies across all categories of students at all rates of pursuit (full-time, part-time, etc) and all programs that award academic credit; students in all classifications and programs that award academic credit are treated the same.

At the end of each semester, grade-point averages and rate of completion are calculated to determine academic and financial aid standings. Students are notified of their academic and financial aid standing via the primary telephone number, email address, or mailing address provided by the student and recorded on the student record.

Students can view their current contact information in the student portal at [portal.achs.edu](http://portal.achs.edu). Requests to update contact information may be sent to the Registrar's Office at [registrar@achs.edu](mailto:registrar@achs.edu) by phone to 800-487-8839, or submitted via the online portal. Students may also submit a change of address online at [achs.edu/change-of-address/](http://achs.edu/change-of-address/).

The Academic Standards Committee (ASC) is responsible for enforcement of the Satisfactory Academic Standing regulations and has discretionary authority to grant exceptions and to develop guidelines for administering these regulations.

### **How Satisfactory Academic Progress is Reviewed**

ACHS expects all students to maintain satisfactory academic progress (SAP) toward completion of their enrolled program. At the end of each semester, grade-point averages and rate of completion are calculated to determine academic standings.

SAP has two components all students must meet in order to remain in good academic standing:

- **Grade Point Average** – This qualitative standard requires students to achieve and maintain a cumulative GPA (CGPA) - 2.0 for undergraduate students and 3.0 for graduate students.
- **Completion Rate (or Pace)** – This quantitative standard requires students to complete at least 67% (minimum pace) of ALL attempted courses. Also called “pace”, this is a student’s earned (completed) hours divided by his/her total attempted hours. For example, 42 credits earned/48 attempted credits = 87.5%.

Students receiving Title IV federal financial aid must meet the above requirements in addition to the following in order to maintain satisfactory academic progress and remain eligible for federal financial aid:

- **Participation:** Students receiving federal financial aid are required to participate in substantive interaction with faculty. Students are required to establish participation within the first 14 days of the semester to be eligible to receive federal financial aid for the semester, and Title IV funds are then disbursed for a student under the assumption that the student will participate for the entire period for which the assistance is awarded.
- **Maximum Timeframe:** Students have 150% of the time it takes to complete their program and remain eligible for financial aid (if applicable). This is measured in credits and reviewed at the end of each payment period. For students with a financial aid appeal, the maximum timeframe is also reviewed for future semesters to ensure the student will be able to regain good standing within the maximum time frame allowed. For example, an Associate Degree requires 60 credit hours to complete, which means students would have a MAXIMUM of 90 attempted credit hours to complete their degree before they are no longer eligible to receive financial aid. Additional examples are provided in the chart below:

Program Level	Maximum Time Frame (Attempted Credits)
Associate of Applied Science Degree – 60 credits	90 credits
Undergraduate Certificate – 12-18 credits	18-27 credits
Undergraduate Diploma – 27-42 credits	41-63 credits
Bachelors Degree – 120 credits	180 credits

Program Level	Maximum Time Frame (Attempted Credits)
Graduate Certificate – 12-15 credits	18-23 credits
Masters Degree – 36 credits	54 credits
Doctorate Degree – 60 credits	90 credits

Participation and Maximum Time Frame are reviewed at the end of each semester. Note, participation is also reviewed during the census period following the first 14 days of class to ensure all students are eligible for federal financial aid as described above.

## Continuous Enrollment

ACHS students are expected to study continuously, i.e. take a course in each semester as applicable to their program, in order to remain in good academic standing. Students who need to interrupt their studies for personal or medical reasons may petition for an approved leave of absence using the [ACHS Leave of Absence Form](#). Students who do not apply for and receive an approved leave of absence and do not earn credit after three semesters will be administratively withdrawn.

## Academic Standings

Academic standings are determined once SAP is calculated at the end of each semester. In all instances the length of academic standing, also referred to as the probationary period, shall be one semester unless notified otherwise.

Students will be notified of their academic standing status by telephone, email, or mail. They will then need to meet (in person or via telephone) with their student services advisor to discuss tools and strategies for future success. Students placed on academic probation may have their registration restricted and are required to have regular meetings (by phone or conferencing technology) with their student services advisor throughout the following semester.

NOTE: Any student who is not on Academic Warning, Academic Probation, or Academic Suspension is considered in good academic standing.

- **Academic Warning:** This occurs after the first semester the student does not meet SAP. Students who attain a cumulative GPA of 2.0 (undergraduate) or 3.0 (graduate) or better and a completion rate of at least 67% in the subsequent semester will be removed from Academic Warning. Students should meet with

their student services advisor to discuss strategies to regain good standing. This might include weekly or bi-weekly meetings, for instance.

- **Academic Probation:** This occurs after the second consecutive semester that the student did not meet SAP. Students who attain a cumulative GPA of 2.0 (undergraduate) or 3.0 (graduate) or better and a completion rate of at least 67% in the subsequent semester will be removed from Academic Probation.
- **Academic Suspension:** This occurs after the third consecutive semester that the student did not meet SAP, and after a successful appeal. Student eligibility is reinstated for one semester (or more with an academic plan). An appeal requires an academic plan and submission of an appeal online at [contact.achs.edu/academic-appeal](https://contact.achs.edu/academic-appeal). Students are asked to be specific in their appeal and include all information they would like the ASC to consider.

## Academic Suspension Appeal

Academic suspension appeals are individually reviewed by the ASC, and students are notified via email, phone, or letter of the Committee's decision within 30 days of receipt of the appeal. The committee's decision is final.

Students who do not successfully appeal or who do not meet the terms of their academic plan will be administratively withdrawn. Administrative withdrawal is recorded on the student's academic record. Students who are administratively withdrawn are no longer enrolled students and must apply for reinstatement or readmission as applicable, subject to approval by the ASC.

## Reinstatement

Administratively withdrawn students can apply for reinstatement within one year of their withdrawal effective date. If accepted, reinstatement will be approved on a provisional basis and students will be required to successfully complete nine semester credits of individual courses with a 2.0 GPA for undergraduate and 3.0 GPA for graduate studies or better to demonstrate good academic standing prior to full reinstatement into an ACHS program.

## Financial Aid Standings

If a review of a financial aid student's record at the end of the semester indicates that they have not met SAP (qualitative, quantitative, participation, and maximum time frame requirements), the student may be placed on financial aid warning or probation

and aid may be cancelled with continued failure to meet SAP according to the following schedule:

- **Financial Aid Warning:** This occurs after the first semester the student does not meet SAP. Students will need to meet with their academic advisor to identify how ACHS can help. Recommendations might be weekly meetings, tutoring, or working with a peer tutor, for instance. Students will remain eligible for federal student aid for one additional semester, after which SAP will again be reviewed. If a student is still not meeting SAP after a second consecutive semester, they will be required to appeal in order to be considered for continued financial aid eligibility.
- **Financial Aid Probation:** This occurs after the second consecutive semester that the student did not meet SAP, and after a successful appeal. Student eligibility is reinstated for one payment period (or more with an academic plan).
- **Cancellation of Aid:** If a student's cumulative grade point average and/or completion rate is less than the minimum standard after the Probation period and/or the student does not meet the terms of their academic plan, the student's financial aid will be cancelled. Financial aid eligibility may only be reinstated once the student is again meeting SAP.

Students have the option to appeal the cancellation of their financial aid. An appeal requires an academic plan and submission of appeal online at [contact.achs.edu/financial-aid-warning-appeal](https://contact.achs.edu/financial-aid-warning-appeal). Students are asked to be specific in their appeal and include all information they would like the Financial Aid (FAC) to consider.

In certain situations, an appeal may be warranted, including, but not limited to, the following:

- Medical emergencies
- Severe health issues
- Severe personal or family problems
- Financial or personal catastrophe

Financial aid appeals are individually reviewed by Program Deans, and students are notified in writing of the decision within 30 days of receipt of the appeal; these decisions are final.

If aid is canceled, students may continue to take courses at their own expense with approval from the ASC, as students on financial aid cancellation are also on academic suspension, until they have regained good academic standing by achieving a minimum cumulative GPA of 2.0 for undergraduate students or 3.0 for graduate students AND meeting the minimum pace by completing 67% of their total attempted credits.

## Student Classifications

### 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 one undergraduate credit per semester at the time of census.
- **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 and been accepted for admission by the ACHS Admissions Committee.

### 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 one graduate credit per semester at the time of census.
- **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 and been accepted for admission by the ACHS Admissions Committee.

## Doctorate Student Classifications

- **Doctorate Student** indicates a student who has been admitted to a doctorate degree program.
- **Doctoral Candidate** designates a student who has completed the core requirements in a doctorate degree program and is working toward completing a dissertation.
- **Full-Time Student** designates a student who is registered for a minimum of eight credits per semester.
- **Half-Time Student** designates a student who is registered for a minimum of four credits per semester.
- **Active Student** designates a student who is registered for a minimum of one graduate credit per semester at the time of census.
- **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 and been accepted for admission by the ACHS Admissions Committee.

## Student Feedback

As part of the higher education process, students have the opportunity and are expected to provide feedback about ACHS curriculum, professors, online services, and administrative staff. Feedback is solicited through student surveys in each course; additional surveys are requested at other intervals during studies and after graduation. ACHS relies on student feedback to inform the institution's continuous cycle of

improvement. Students are also invited to submit any suggestions, comments, errata, or other feedback related to the courses by email to [updates@achs.edu](mailto: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 Identity Verification

ACHS is committed to ensuring that the admitted student is the same student who completes all ACHS coursework and assessment and is the same student who is awarded credit. ACHS's student identity verification policy and practices begin with the admissions process and continue throughout the student's education to graduation.

Upon enrollment, ACHS requires students to provide a copy of a valid government-issued ID. The ID must reflect the name to be used on your student record and the ID must not be expired. This ID is kept in the student's permanent academic record and referenced for identity verification during proctored assessments. Students are also issued a unique login and passcode at the time of enrollment used to access all ACHS systems including the student's ACHS email and online classes.

## 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 [achs.edu/student-grievance-and-complaint-policy/](https://achs.edu/student-grievance-and-complaint-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.

## Oregon Office of Degree Authorization

Students should attempt to resolve any grievances they may have with their school first. Should attempts to resolve these problems with appropriate school officials fail, or should the student be dissatisfied with the final outcome of the college complaint process, then the Higher Education Coordinating Commission (HECC), can respond to a formal complaint. Students may contact the Higher Education Coordinating Commission, 3225 25th St. SE, Salem, OR 97302 or by sending an email to [complaints@hecc.oregon.gov](mailto:complaints@hecc.oregon.gov). Students may also access our Complaints web page at [oregon.gov/highered/about/Pages/complaints.aspx](http://oregon.gov/highered/about/Pages/complaints.aspx) or visit the complaints page at NC-SARA's website: [nc-sara.org/student-complaints](http://nc-sara.org/student-complaints).

## CA Bureau for Private Postsecondary Education

For California residents: A student or any member of the public may file a complaint about this institution with the Bureau for Private Postsecondary Education by calling 888.370.7589 or by completing a complaint form, which can be obtained on the bureau's website at [bppe.ca.gov/](http://bppe.ca.gov/).

## Distance Education Accrediting Commission

Distance Education Accrediting Commission, 1101 17th Street NW, Suite 808, Washington, DC 20036, 202.234.5100, [deac.org](http://deac.org).

Out-of-state students can view a list of state office contacts at [achs.edu/distance-learning-complaint-process-out-state-students](http://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 is permanently retained.

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, they 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 online at [tinyurl.com/authorized-agent](https://tinyurl.com/authorized-agent) 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):

- 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 [studentprivacy.ed.gov/content/directory-information](https://studentprivacy.ed.gov/content/directory-information).

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 previous.

### 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)
- 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 they are 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 they are the student. Students may assign an authorized agent or update their agent by submitting the ACHS Authorized Agent form available at [tinyurl.com/authorized-agent](https://tinyurl.com/authorized-agent).

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.

## 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. ACHS uses a student's Social Security number to provide a 1098T tax statement annually. 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 along with the new government ID. Please submit documentation to the Registrar's Office at [registrar@achs.edu](mailto:registrar@achs.edu) or mail to 5005 S. Macadam Ave., Portland, OR 97239.

# 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
- Any physical abuse or harassment including bullying both in person and/or online
- The use of language, graphics, or images that are offensive or do not contribute to scholarly discourse.
- 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
- Gratuitous use of graphics or images that may be considered offensive and/or do not directly contribute to further learning in the classroom.
- 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
- 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 ACHS Discussion Boards, Social Media, in the ACHS Student Center and Online Classrooms, and Other Public Forums**

ACHS discussion forums are designed to foster community, discussion, and discourse as well as provide resources on holistic health and wellness. Our goal is always to foster frank discussion and to respect academic freedom; however, forums 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 Center in Canvas). Students may not solicit or distribute literature concerning these activities via email.

Key points for a successful forum experience:

- Use email rather than discussion boards or forums to send personal messages directly to student(s) or professors.
- 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 disagree with someone's point of view, argue ideas rather than attacking individuals or groups. Derogatory statements about minorities, sexual or gender 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 they agree or disagree 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.).

- As the appropriate staff or faculty member may not see all discussion or forum posts, please contact [updates@achs.edu](mailto:updates@achs.edu) to voice feedback or ideas for improvement for the course or College. ACHS values student comments and feedback and loves hearing from students.

## Corrective Meetings

Correct meetings are used in the event there is a code of conduct violation or any other disciplinary action. Anyone may request a corrective meeting. A request for a corrective meeting can be submitted in any manner and should be directed to the director of academic services when possible. The director of academic services or nominee coordinates the corrective meeting. They will give notice by phone, email, text, or 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 ACHS's decision with respect to the situation within 30 business days of the meeting and sooner when possible. 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 ACHS's refund policy. It is the responsibility of the student to notify the appropriate institution if the student has a student loan or is receiving financial aid.

## Time to Complete

All students must complete their program within the following maximum completion times measured in years and based on program level:

Program Level	Maximum Years to Complete
Non-Degree (Certificate, Diploma, Graduate Certificate, up to 39 credits)	5 Years
Associates Degree (60 credits)	6 Years
Bachelors Degree (120 credits)	10 Years
Masters Degree (36 credits)	5 Years
Doctorate Degree (60 credits)	10 Years

Student time to completion is measured at the end of each semester and students are notified accordingly. Students who do not complete within these time frames and in accordance with all other policies will be administratively withdrawn following a 30-day notice period.

Please also refer to the policies on *Continuous Enrollment* and *Maximum Timeframe*.

## Withdrawal Policy

Students may request to cancel or withdraw in any manner. Requests should be sent to Student Services via email to [stuserv@achs.edu](mailto:stuserv@achs.edu); phone or fax to 800.487.8839; or mail to ACHS, 5005 S. Macadam Ave, Portland, OR 97239.

Please refer to the refund policy for additional information about refunds including sample refund calculations. 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).

Students who withdraw from the institution may be eligible to apply for reinstatement within one year subject to approval by the Academic Standards Committee. All other students will be required to apply for readmissions through the Office of Admissions; readmission is subject to approval by the Academic Standards Committee.

# Questions?

Everyone at ACHS is here to provide support and help each student achieve their integrative health and wellness education goals. Please reach out anytime to [admissions@achs.edu](mailto:admissions@achs.edu) or call us at 800.487.8839. We look forward to working with you!

# As an ACHS student you can:

- Earn an accredited certificate, diploma, or degree.
- Study with highly qualified instructors with real-world professional experience.
- Receive on-going support from your instructor and ACHS academic advisors.
- Study with like-minded peers in a dynamic and lively online learning environment.
- Join your class from your computer or mobile device, anywhere in the world, 24/7.
- Access 24/7 technical support by telephone, email, and live chat.
- Connect with our community of holistic health students.

**What are you waiting for?** Request information today at [achs.edu](https://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!

American College of Healthcare Sciences  
5005 S. Macadam Avenue | Portland, OR 97239  
800.487.8839 | 503.244.0726 (local/fax)  
*Catalog Effective 8/12/25 Volume 60*

Learn more:  
[achs.edu](https://achs.edu)

American College of Healthcare Sciences Catalog Addendum:

## Change to Maximum Allowable Transfer Credit Policy for Oregon Residents

*Effective December 29, 2025*

In accordance with Oregon Office of Degree Authorization requirements under OAR 583-030-0035, students who are Oregon residents are subject to the following amended maximum allowable transfer credit limits:

- **Masters Degree Programs:** Six (6) semester credit hours. Oregon residents must complete 30 SCH at ACHS.
- **Associates Degree Programs:** 30 semester credit hours. Oregon residents must complete 30 SCH at ACHS.