

VOLUME 29 | ISSUE NO. 1

UCHA

Trust The Process

UNIVERSAL COLLEGE OF HEALING ARTS

3 PROGRAMS

THAT WILL CHANGE YOUR LIFE

ACCREDITED COLLEGE

ABHES APPROVED

UCHA STUDENT CATALOG
ISSUE NO 03 | JAN 25, 2024

MASSAGE THERAPY DIPLOMA
ASSOCIATE OF APPLIED SCIENCE
HELLERWORK STRUCTURAL INTEGRATION

H Y B R I D L E A R N I N G

ENROLL NOW!

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Jan 25, 2024

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EXCEPTIONAL, UNIQUE, DEDICATED!

"UCHA's goal is to reflect the Danish Folk schools' spirit. Students are immersed in a learning/living environment that lets them quickly get to know each other while eating, working, and spending time together."

Universal College of Healing Arts (UCHA) is a premier learning institution that offers high-quality bodywork therapy programs. Established in 1995, the college has a reputation for

students with diverse learning experiences that prepare them for successful and fulfilling careers. One of the unique features of UCHA is the hybrid learning model that blends both online and onsite learning.

The Massage and Associate programs at UCHA are designed to give students the academic knowledge and hands-on experiences necessary to succeed in their careers. The online components of the programs allow students to access academic portions of the curriculum at any time of the day or night, giving them the flexibility to fit their studies around their busy schedules. The onsite intensive weekends provide students with the opportunity to interact in a clinic-like setting, where they get hands-on experience under the teachers' direction.

The small class sizes at UCHA ensure quality interaction and individual attention,

both online and in the on-site intensive weekends. During the intensive weekends, students collaborate, inquire, and reflect on their learning experiences. The college's goal is to create an immersive learning environment that enriches students' minds, bodies, and spirits. The hybrid learning model at UCHA offers many benefits to students. It expands the amount of time and quality time students spend learning, improves student achievement, and allows students to fit their studies around their busy schedules. The online components of the programs provide flexibility, while the onsite intensive weekends provide hands-on experience and interaction with other students and teachers.

UCHA's commitment to students' success doesn't stop at the academic level. The college's business course includes spending time with successful massage therapists in the community, giving students a firsthand look at what it takes to succeed in the industry. UCHA is dedicated to supporting students in pursuing their academic and personal goals, and the unique approach to hybrid learning can help them achieve those goals.

You can find the college in the Historic Florence District, the oldest community of Omaha, Nebraska. After ten years of being in the Dundee area at 50th and Dodge, the College relocated to its present location of 8702 N 30th Street Omaha, NE 68112, in December of 2005.

The College building is 12,500 square foot brick building originating in the 1920s. The facility offers a full massage and bodywork clinic with several private treatment rooms, business offices, classrooms, and even a fully equipped gymnasium. The building also contains a Conference Center used both for movement classes and regional workshops.

There are an extensive library and full internet access throughout the building. Also, there is a student lounge and kitchen area with two refrigerators and cooking appliances. The entire campus is wheelchair accessible, and there is plenty of new parking in the area. The campus grounds offer a large organic Community Garden enjoyed by students and their families.

Accreditation

Universal College of Healing Arts has institutional accreditation from ABHES, the Accrediting Bureau of Health Education Schools, for the Massage Therapy Diploma Program, the associate degree program, and the Hellerwork Structural Integration Practitioner Program. The ABHES Outstanding Achievement Award was presented to the college on February 27, 2015. ABHES is a non-profit, national accrediting agency recognized by the US Department of Education to institutionally accredit private institutions offering programs that are predominantly in the allied health field. UCHA considered other accreditations but felt this best represented what UCHA was all about, focusing on health education. Any new course or program will always seek ABHES approval.



Accreditation is important for many reasons and offers benefits to students and employers:

- **Peace of mind:** Accreditation offers students peace of mind in knowing that their education meets strict and rigorous quality standards. Graduation from an accredited program prepares students for successful careers in the healthcare industry.
- **Transferability:** Credits earned within an accredited educational program may be transferrable to other institutions or eligible for admissions to advanced academic programs. Students who plan on pursuing additional degrees after graduation should focus on completing an accredited program.
- **Additional career opportunities:** Many employers, especially those in the healthcare field, prefer to hire employees who have graduated from accredited educational programs. Graduation from an accredited program may open additional employment opportunities throughout your career.
- **Out-of-State Licensure:** If you are planning to relocate and work in more than one State, many consider if your program was successfully completed at a nationally accredited school.
- **Standards:** An accredited school has to maintain a high standard in retention, licensing exams, pass rate, and placement.
- **FAFSA:** An accredited school can offer financial aid to those who qualify for it.



Accrediting Bureau of Health Education Schools, 6116 Executive BLVD, Suite 730, North Bethesda, MD, 20852 | (301-291-7750) 917-9503 | info@abhes.org |

The Universal College of Healing Arts has a certificate of accreditation from the Nebraska Department of Education for its Associate Degree program.
Nebraska Department of Education, 301 CENTENNIAL MALL SOUTH, LINCOLN, NE 68509. 402-471-4825

Professional Affiliation

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niversal College of Healing Arts offers a 1,000-hour pre-licensing Massage Therapy Diploma Program approved and licensed (License #21) by the Department of Health and

Human Services for the State of Nebraska. The Department has also approved as a pre-licensing program a 1025-hour Structural Integration, Hellerwork Practitioner Training Program under the same license number. The Massage Diploma & associate degree Program and the Hellerwork Structural Integration Practitioner Training Programs are also approved by the Nebraska Department of Education, Private Postsecondary Career and Veterans Education, and the Federal Department of Education.

UCHA 's curriculum is recognized by most other licensing states, including Iowa. UCHA has an agent's permit (U37) issued by the Commissioner of Education for the State of Nebraska.

UCHA is a member in good standings with ABMP, Associate, Bodywork and Massage Practitioners, and is approved by NCBTMB, National Certification Board for Therapeutic Massage and Bodywork, and NC SARA, National Council for State Authorization Reciprocity Agreements, and The Bureau for Private Postsecondary Education (BPPE). The Bureau protects students and consumers through the oversight of California's private postsecondary educational institutions by conducting qualitative reviews of educational programs and operating standards, proactively combating unlicensed activity, impartially resolving student and consumer complaints, and conducting outreach.





Mission & Values

Mission

The overall purpose of the Universal College of Healing Arts (UCHA) is to pass on the ancient art and science to:

- Individuals who wish to develop their natural healing abilities.
- Individuals in transition who want to create or expand their healing arts.

Values

You may feel at home at UCHA if you believe in the following core values and agree with the following statements:

Open-Mindedness

The College maintains an open mind toward exploring all modalities and methods which further healing. We believe in a holistic approach to wellness. We possess an open mind toward exploring all dimensions of life and the healing arts (i.e., the physical, emotional, intellectual, and spiritual). We have an openness to progressive teaching methods, meditation, and new experiences.

Focused Justice, Balance & Respect

The College provides an atmosphere that welcomes a diversity of cultures and backgrounds. UCHA works to restore a balance of wellness within our communities, our world, and ourselves. We recognize the need to restore a decent place in society for all people. We can create a welcoming environment (through our attitudes and actions) for people of all races, nationalities, sexes, religions, and sexual orientations. Our beliefs affirm the self-respect, dignity, and self-esteem of all people.

Nurturing

The College provides an environment where students, faculty, and staff build understanding and supportive relationships.

Responsibility

The College is a community of adults responsible for the community and responsible for their own goals and actions. Since each individual knows best how they need to learn, that individual is accountable for learning and communicating their needs, desires, and questions. We will each actively share with others toward creating a healthy learning environment. We will communicate directly and honestly with one another.



Our Philosophy

K

ey aspects or objectives that make the College distinct:

- Provide a small, nurturing learning environment. Through small classes, students reap the benefits of mentoring or apprenticeship-style learning.
- Employ experienced and professional instructors. Students receive a strong foundation or begin their careers.
- Include the rich educational resources in the community. A community-based education approach includes introducing students to expert guest instructors and, visiting various settings, incorporating Bodywork Therapies.
- Practice progressive teaching methods which respect the different learning styles of adult students. The school employs professional educators with the expertise to meet the various needs of students.
- Promote high ethical standards and professional conduct required of a health care profession.

"Emphasize the importance of transformational learning and personal growth."

- Emphasize the importance of community service. The school is dedicated to community education and promoting the professional standing of Massage Therapy and Hellerwork Structural Integration as a health care modality that collaborates with other professionals. Apply all profits to continuously improve the program as conceptualized when the school began as a non-profit corporation.
- Emphasize the importance of transformational learning and personal wellness.
- Deconstruct teacher authority and have students become the authority of their knowledge.
- Provide alternative instructional delivery systems using blended options.
- Provide respectful and welcoming individualized programs allowing Bodywork professionals to relocate from other states to meet Nebraska's licensure requirements.

General Information

Nebraska Requirements for Massage Therapy License

UCHA graduates have successfully met the local and state requirements in locations throughout the country. In the state of Nebraska, the following criteria apply to becoming a Licensed Massage Therapist:

- Must be 19 years of age.
- Must have good moral character. Must have a high school/GED diploma.
- Must have completed a 1,000-hour approved pre-licensing Massage.
- Must pass the Bodywork Licensing Examination (MBLEx).

Out of State Requirements

The Massage Therapy program does not fulfill the student's State, County, or Country requirements; the student, understands they are responsible for making sure they complete at their expense any additional requirements and courses so they can practice Massage Therapy once they graduate.

The UCHA curriculum appears to satisfy all Sates licensing requirements except for the State of New York where it appears more study in Neurology is required. One can obtain a NY license after a set amount of time is completed after holding a license in another State, with the UCHA curriculum. Students are advised to contact their Credentialing Department within their State of residence to verify the most current licensure requirements.

The following are States that UCHA has assisted Graduates through curriculum verification state-specific forms for approved licensure:

Alaska, California, Colorado, Iowa, New Jersey, New Mexico, North Carolina, Ohio, Oregon, Pennsylvania, South Dakota, Tennessee, Utah, Washington,



Academic and Hands-on Experiences

Students enjoy the natural balance between academics and hands-on experiences. They are enrolled in coursework involving internships or lab, inquiry projects, and mentoring programs. Several teaching methods will address the variety of adult learning needs within the class. Collaborative, transformational, and critical thinking methods are interwoven through lectures, reflection, discussion, research, and hands-on activities. An apprenticeship model is emphasized.

Curriculum Outline

Nurturing The Whole Person

UCHA endeavors to respect the natural process of growth and learning. The programs of study are divided into sessions called "Semesters." As you pass through each Semester, you will grow in knowledge, skill, strength, and confidence. The college nurtures your growth professionally, physically, emotionally, intellectually, and spiritually. Instructional delivery is through a blended approach. Classes are offered through residential (onsite) weekend retreats enhanced with an interactive online program.

Curriculum Offerings

The College reserves the right to determine which of the catalog courses are to be offered each semester. Changes in curriculum or course content may occur after the deadline for submission of information for this catalog. Changes in curriculum offerings or fees charged may occur after the program is published.

Schedule of Classes

Before the beginning of each academic semester, UCHA publishes a schedule of classes online, indicating each course to be offered. Schedules are available on the college website at ucha.edu

Semester Themes

→ The Foundation Semester



First Semester focuses on laying the necessary massage theory and practice foundation by reviewing the philosophy,

terminology, skills, and basic Swedish massage techniques. The student will be introduced to the regional pioneers in bodywork and alternative practices.

→ The Practice Semester



Second Semester focuses on furthering and deepening the learning that began during the first semester. To develop

the student's style for clients, they will "practice, practice, practice" clinic applications of massage therapy. The student will add s forms of specialized massage to their skill, see the technique, and learn more about alternative practices which may complement their massage techniques.

→ The Implementation Semester



Third Semester focuses more on bringing the student massage practice as a service to their communities. Students will prepare to

pass the written practical boards required by the state for licensure. As the student implements their business plans, they will continue learning knowledge and skills for beginning a career as a massage therapist. Students are now ready to start mastering advanced massage techniques.

Courses taken during the First Semester include Massage Theory & Practice, Anatomy & Physiology Wellness 101, Complementary Therapy 101, and Business Arts.

Courses taken during the Second Semester include Specialized Massage, Business Exploration, Hydrotherapy, Kinesiology 102, Pathology, Wellness 102, Complementary Therapy 10.2 Community Service, and Massage Internship.

Courses taken during the Third Semester include Advanced Massage, Curriculum Integration (Licensing Exam Preparation), Complementary Therapy 103, Pathology Research, Business Mentoring, Kinesiology 102, Hydrotherapy101, Community Service, Wellness 103, and Massage Internship.



Program of Study

Massage Therapy Diploma Program

The Massage Therapy Diploma prepares the student for licensure as a Massage Therapist improving employment opportunities within the community. This program is offered twice a year. The length of the diploma program is twelve months with three semesters. Each semester is 15 weeks long.

Students benefit from a balance between academic and hands-on experiences. Part-time options are available as well. Participating in the Massage program full-time requires the student to attend 15 Intensive Weekends with online learning between the weekends.

These weekends are scheduled from 9:00 a.m. to 5:00 p.m. on Saturday and from 9:00 a.m. to 4:00 p.m. on Sunday. Orientation is on Friday, before the first intensive from 1:00 p.m. to 6:00 p.m. Students must be available for approximately 20 to 30 weekly online + onsite studies.

Within this period, the student completes 85 massage treatments (plus 5 with LMTs plus 10 received) throughout the program once they begin their internship experience.

The schedule is individualized to the student's needs. Students participate in various community service events within this timeframe totaling 30 hours throughout the program.

To support the successful completion of this training, it is advised that in addition to the 1000 required course clock hours, the student may need a minimum of 300 plus hours of independent study for reading, memorizing, and research. Students should plan accordingly when arranging their personal and work schedules. The total enrollment time equals 12 months and is a 1000-clock hour program. Each Semester of academic courses introduces principles and skills, which progressively build upon one another.

AM103: Advanced Massage

The focus of the class is acquiring the skill of fascial connection and release. During this course, the student will learn to analyze the structure and posture of the client. The student will practice soft tissue mobilization techniques such as Myofascial Technique, Deep Tissue, and Trigger Point Therapy to address a client's area of discomfort. Specifically, the student will learn techniques for addressing common client complaints such as headaches, low back pain, shoulder pain, and sciatic pain. The student will learn about the system of fascia and an array of techniques ranging from light to deep work, which affects the soft tissue. The student will receive an overview of a variety of techniques facilitated by the instructor through a series of Guest Instructors, who demonstrate credentials and mastery in that specific technique. See course schedule for topics and guest instructors.

Course Hours Awarded: This course covers 25 hours.

Clock Hours equal 1 credit hour.

Outside Classroom Hours: 8, which include topic research and reading.

Prerequisites: Massage Theory and Practice MT101; Specialized Massage SPM102; completed or currently enrolled in Massage Internship MI201.

AP101: Anatomy & Physiology

This course is a collaborative introduction to the human body. The systems the student will study in this course include the Integumentary, Skeletal, Muscular, Nervous, Cardiovascular, Respiratory, Lymphatic, Digestive, Endocrine, Urinary, and Reproductive Systems. The course focuses on how the human body works together to function correctly. Students will also discover the interdependence of the body systems, and the effects of massage on those systems, and gain the basic knowledge necessary to progress into the study of Pathology and Kinesiology.

Course Hours Awarded: This course covers 100 hours.

Clock Hours equal to 6 credit hours.

Outside Classroom Hours: 45, including memorizing bones and muscles, reading chapters, and researching materials for weekly lectures and classroom responses/discussions.

Prerequisites: None

BA101: Business Arts

Students will explore the essence of self-discovery, and personal growth while acquiring the essential tools and knowledge to establish a solid foundation for their career and life as a whole. This course will provide you with the necessary tools and knowledge to lay a strong foundation for your future endeavors. By the end, you will possess a clear sense of self, enabling you to make informed decisions and set meaningful goals.

Course Hours Awarded This course covers 20 of the 100 hours required for the UCHA Massage Therapy program's business portion. These Clock Hours equal 1 credit.

Outside Classroom Hours: 8, which include the individual project, topic research, and reading.

Prerequisites: None

BE104: Business Ethics

Webster defines ethics as the study of standards of conduct and moral judgment, this system or code of morals of a particular person, religion, group, and profession. UCHA believes that massage therapists must possess the highest ethical and moral integrity. Ethics are integrated throughout the curriculum in courses such as Business, Massage, Wellness, and Pathology. Personal Effectiveness Training is facilitated during each semester. These problem-solving sessions enhance the student's ability to respond to various ethical situations they may anticipate in their practice.

Course Hours Awarded: This course covers 20 of the 100 hours for the UCHA Massage Therapy program's business portion. These Clock Hours equal to .50 credit. Outside Classroom Hours: 8, including the individual project, topic research, and reading.
Prerequisites: BEX102: Business Exploration

BX102: Business Exploration

Business Exploration class is one of three courses offered within the Diploma Program. This course promotes and aids the student in developing an entrepreneurial spirit. It dives deeper into the business startup phase. It will provide a solid groundwork for the student's future business to grow and prosper. The course will also cover business laws in our community. It will provide the pros and cons of a sole proprietorship, independent contractor, partnership, Limited Liability Company, and corporation. The course will also allow for a wide range of marketing tools. Fundamentals are followed to ensure successful strategies. Ethics, professionalism, and social responsibility are introduced. Insider views will be provided on Spa, Healthcare, Group, and Private practice settings. This course will provide an outline of a well-crafted business plan that can dramatically increase the chances of success and financial well-being.

Course Hours Awarded: This course covers 30 of the 100 hours for the UCHA Massage Therapy program's business portion. These Clock Hours equal 1 credit. Outside Classroom Hours: 8, which include the individual project, topic research, and reading.
Prerequisites: BA101 Business Arts

BM103: Business Mentoring

The Business Mentoring course will allow students to mentor experienced massage therapists and other related business professionals. It is designed to build confidence in bringing one's unique mission, qualities, values, and visions to the massage and bodywork profession's growing entrepreneurial opportunities. It will prepare the student to implement their future vocational plans. Students, using their mission statement, and their lessons from Business Arts and Business Exploration, and now with their Business Mentoring experiences will be able to develop a sound and viable Business Plan. This is a meaningful course for adults with no business background and experienced business persons entering a new profession.

Course Hours Awarded: This course covers 30 of the 100 hours for the UCHA Massage Therapy program's business portion. These Clock Hours equal to .50 credit. Outside Classroom Hours: 8, which include topic research and reading. Prerequisites: BA101 Business Arts, BX102: Business Exploration



CS200: Community Service

Students gain valuable experience by providing seated massage, sports massage, comfort touch, and other massage forms appropriate for various community groups such as hospice, senior citizen centers, adult daycares, grief centers, corporations, and multiple organizations. Students are introduced to the concept of social responsibility. This course is in 2 semesters.

Course Hours Awarded: This course covers 30 hours. These Clock Hours equal 1 credit. Outside Classroom Hours: N/A

Prerequisites: The student must have successfully passed Massage Theory and Practice 101 and completed the Initial Practicum. The student must have completed CPR, FIRST AID with the certificate, or a copy of the certificate on their student file. The student must be approved to start at the internship/externship and complete at the designated completion/graduation date.

CT101: Complementary Therapies

In this course, various staff members and guest instructors present diverse methods that complement massage therapy or introduce an area of expertise to which the massage therapist may wish to refer clients. The College is committed to exploring all modalities contributing to healing and wellness. The Topics covered are CAM, Dr. Andrew Weil's 8 Weeks to Wellness, Hypnotherapy, Ayurvedic Medicine, EssentialOils, Herbology, Meditation, and Pranic Healing.

Course Hours Awarded: CT101 course covers 15 hours of the 45 hours required for this portion of this course. These Clock Hours equal 1 credit. Outside Classroom Hours: 8, which include research and journaling.

Prerequisites: None

CT102: Complementary Therapies

In this course, various staff members and guest instructors present diverse methods that complement massage therapy or introduce an area of expertise to which the massage therapist may wish to refer clients. The College is committed to exploring all modalities contributing to healing and wellness. The Topics covered are Hypnotherapy, Herbology, Chiropractic, Applied Kinesiology, Acupuncture, Intuitive Counseling, Meditation, Wild Card (book from UCHA Library and an article from ABMP, In Praise of Slowness, AUM).

Course Hours Awarded: CT102 course covers 15 hours of the 45 hours required for this portion of this course. These Clock Hours equal 1 credit. Outside Classroom Hours: 8, which include research and journaling.

Prerequisites: None

CT103: Complementary Therapies

In this course, various staff members and guest instructors present diverse methods that complement massage therapy or introduce an area of expertise to which the massage therapist may wish to refer clients. The College is committed to exploring all modalities contributing to healing and wellness. The topics covered are Acupuncture, Applied Kinesiology, CBD, Physical Therapy, Chiropractic, Life Coaching, Naturopathy, TCM, Visualization, and Intuitive Counseling.

Course Hours Awarded: CT103 course covers 15 hours of the 45 hours required for this portion of this course. These Clock Hours equal 1 credit. Outside Classroom Hours: 8, which include research and journaling.

Prerequisites: None

CS200: Community Service

Students gain valuable experience by providing seated massage, sports massage, comfort touch, and other massage forms appropriate for various community groups such as hospice, senior citizen centers, adult daycares, grief centers, corporations, and multiple organizations. Students are introduced to the concept of social responsibility. This course is in 2 semesters.

Course Hours Awarded: This course covers 30 hours. These Clock Hours equal 1 credit. Outside Classroom Hours: N/A

Prerequisites: The student must have successfully passed Massage Theory and Practice 101 and completed the Initial Practicum. The student must have completed CPR, FIRST AID with the certificate, or a copy of the certificate on their student file. The student must be approved to start at the internship/externship and complete at the designated completion/graduation date.

CI200: Curriculum Integration

This course is structured to help the student prepare for the MBLEx. The student will review previous studies in Anatomy, Physiology, Kinesiology, Pathology, Business, Ethics, Hydrotherapy, and Massage. They will also review state laws and regulations as it relates to Massage Therapy. The course allows for the psychology of a test question and how to take an exam for success. The student will be given a series of tests with the multiple-choice format to practice analyzing the question format used in the exams. Students will partake in the ABMP Exam Coach. The student will be administered a comprehensive exam on the last day of class. The Massage Diploma student preparing to graduate will also participate in a Final Practicum demonstrating mastery of massage with a 50-minute massage therapy session.

Course Hours Awarded: This course covers *25 hours. Clock Hours equal 1 credit hour. Outside Classroom Hours: 8, including reading and researching for answers and memorization.

Prerequisites: Successful completion of First and Second Semesters in the Massage Therapy Diploma Program.

*The course will also extend up to 100 Clock hours for any Non-Diploma Student

GP101: General Pathology

This course will review basic pathology terms and diseases which cause changes to the systems of the body. Students will become familiar with universal precautions to prevent the spread of infections and keep professional records. Students will become familiar with applying massage for a particular condition, know if massage may be beneficial for that condition, and recognize if massage is contraindicated.

Course Hours Awarded: This course covers 50 hours. Clock Hours equal to 3 credit hours. Outside Classroom Hours: 23, including reading chapters and researching materials for weekly lectures, classroom responses/discussions, and exam prep.

Prerequisites: AP101 Anatomy & Physiology and Massage Theory & Practice MTP101

H101: Hydrotherapy

This course will provide the student with an in-depth history of hydrotherapy. It will show the role hydrotherapy played in the history of medicine and its current use in today's medical world. Students will be introduced to the basic properties of water and its effect on the body. The course allows for an introduction to the science of various hydrotherapy techniques. Included is an introduction to both essential oils and carrier oils for use in massage therapy.

Course Hours Awarded: This course covers 50 hours. Clock Hours equal to 2 credit hours. Outside Classroom Hours: 15, including reading and researching.

Prerequisites: Successful completion of First Semester courses in the Massage Therapy Diploma Program.

H102: Hydrotherapy

This course will provide the student with several techniques that practicing therapists use in spas, wet rooms, athletic facilities, and massage & bodywork clinics. Applications such as aromatherapy, body wraps, scrubs/frictions, facial massage, and hot stones will be discussed and practiced. Students will focus on the history, benefits, indications, and contraindications of these services. Additional hydrotherapy information will be built upon and reviewed from the lessons from Hydrotherapy 101.

Course Hours Awarded: This course covers 50 hours. Clock Hours equal to 2 credit hours. Outside Classroom Hours: 15, including reading and researching.

Prerequisites: Successful completion of 101 Hydrotherapy.

K102: Kinesiology

This course will progress into an advanced study of muscles and movement. The instructor uses a variety of methods to help students learn the origins, insertions, and actions of muscles. Students will become more familiar with each muscle through table demonstrations that palpate for each muscle, and through body movement demonstrations allowing for the understanding of the responsibilities or actions of each muscle. The course also provides an option for cadaver lab experience under the direction of a Doctor of Anatomy and Physiology at a local medical university.

Course Hours Awarded: This course covers 45 hours. Clock Hours equal 2.5 credit hours. Outside Classroom Hours: 19, including reading chapters, reading, memorization, and palpation practice. Prerequisites: AP101 Anatomy & Physiology

K103: Kinesiology

This course enables the student to continue their development of touch.

Students will review how a muscle feels, its location, and what movement is applied to activate the muscles during palpation. By using the proper techniques, they will review a sense of fiber direction. Instead of continuing to dissect the body into smaller isolated pieces, students will now be guided in building the body, step by step, into larger, interconnected components. Students will become active participants in exploring the body from scratch, keeping their understanding of how the various structures of the bodywork together to produce human movement. Students will focus on the 4 key structures for movement: connective tissue, joints, muscles, and nerves. In applying biomechanical principles students explore biomechanics, posture, and gait.

Course Hours Awarded: This course covers 45 hours. Clock Hours equal 2.5 credit hours. Outside Classroom Hours: 19, including reading chapters, reading, memorization, and palpation practice. Prerequisites: K102 Kinesiology

MI201: Massage Internship

Through one-on-one consultation, students are assisted in blending the skills mastered in massage Theory & Practice with their business plan and educational goals. The internship is a specifically designed experience for each student, approved and supervised by the massage instructor. Externship sites for the student may be developed based on a student's interests and abilities. The student dedicates a specific number of hours each week to their clinical practice of massage in a supervised setting. At the end of the program, students take a practical exam demonstrating how they have mastered Swedish Massage's five strokes. This course is in 2 semesters.

Course Hours Awarded: This course covers 120 hours. Clock Hours equal to 3 credit hours.

Prerequisites: The student must have successfully passed Massage Theory and Practice 101 and completed the Initial Practicum. The student must have completed CPR and FIRST AID with the certificate, or a copy of the certificate must be on their student file

MTP101: Massage Theory & Practice

Massage Therapy 101 reviews massage as one of the earliest practices of humankind and outlines the historical developments in the field of massage therapy. It explores massage as a natural and intuitive means of relieving pain. It will provide comprehensive information on the effects, benefits, indications, and contraindications of massage. There will be an understanding of the laws, rules, regulations, limitations, and obligations concerning massage therapy. It will provide opportunities and guidance in establishing a code of ethics as a massage professional. It will speak to professional sanitation and health habits. During on-site intensive weekends, the student will practice a basic routine and movements for massaging the body. Through close one-to-one support and direction, you will review how to choose and combine basic massage movements according to specific situations. The student will be introduced to the awareness of breathing, centering, rhythm, and pressure.

Course Hours Awarded: This course covers 100 hours. Clock Hours equal to 5 credit hours. Outside Classroom Hours: 38, including reading chapters and researching materials for weekly lectures, classroom responses/discussions, and memorization.

Prerequisites: None

PR102: Pathology Research

This course is a wonderful opportunity for a self-directed and flexible learning experience. Students will gather information to form an expertise in applying massage therapy for a specific condition. They will choose one condition based on a desire as a focus group for their future professional practice. This might be a condition they deal with personally, or possibly a family member or friend. Students will conduct research on their chosen topic, becoming familiar with medical research resources in the community. Students will practice hands-on skills specific to their clients's condition and through a case study develop a paper on their findings.

Course Hours Awarded: This course covers 50 hours. Clock Hours equal 1 credit hour. Outside Classroom Hours: 15, including reading and researching.

Prerequisites: The student must be currently enrolled or have successfully completed the General Pathology course. You must be approved for clinic/internship work or have satisfied these requirements from another program (transfer/non-diploma students).

SPM102: Specialized Massage

This course is a particular practice time during the second Semester set aside for the student to improve their treatment, and effectiveness, as a Massage Therapist. Studies in this series will demonstrate how Swedish Massage may be adapted for various client-specific situations. This course also serves as an introduction to other massage systems and specialties. During this course (and in other areas of the curriculum), the student will have an opportunity to explore specialized areas onsite.

Course Hours Awarded: This course covers 30 hours. Clock Hours equal to 2 credit hours. Outside Classroom Hours: 15, including topic research and reading.

Prerequisites: MT101 Massage Theory & Practice

W101: Wellness

The Wellness course encourages healthy lifestyle habits. It allows the student to take action and receive support from the instructor and their cohorts. The student is encouraged to individualize strategies by creating a self-care plan. This plan includes obtainable goals to help abandon negative patterns and adopt and maintain healthy behaviors. As a bodyworker, it is essential for students to know themselves and strive for an optimal wellness level. It is when we are healthy and well, that we can inspire others! Health and wellness are interchangeable to mean living life fully with vitality and meaning. A guest speaker will introduce the student to Yoga in Wellness 101: Yoga is a group of physical, mental, and spiritual practices or disciplines.

The student will need to complete a CPR and First Aid course, which you can receive through the American Red Cross, the Heart Association, or even online through Emergency University or other accredited online resources. If they already have this certification, they will need to present a photocopy of your certificates of completion for their permanent record.

Course Hours Awarded: This course covers 45 hours. Clock Hours equal to 2 credit hours. Outside Classroom Hours: 15, which include personal, physical, emotional, psychological, and spiritual activities.

Prerequisites: None

W102: Wellness

The Wellness course encourages healthy lifestyle habits. It allows the student to take action and receive support from the instructor and their cohorts. The student is encouraged to individualize strategies by creating a self-care plan. This plan includes obtainable goals to help abandon negative patterns and adopt and maintain healthy behaviors. As a bodyworker, it is essential for students to know themselves and strive for an optimal wellness level. It is when we are healthy and well, that we can inspire others! Health and wellness are interchangeable to mean living life fully with vitality and meaning. A guest speaker will introduce the student to Qigong can be described as a mind-body-spirit practice that improves one's mental and physical health by integrating posture, movement, breathing techniques, self-massage, sound, and focused intent.

Course Hours Awarded: This course covers 45 hours of the 135 required for this portion of the Wellness course. Clock Hours equal to 2 credit hours. Outside Classroom Hours: 15, which include personal, physical, emotional, psychological, and spiritual activities
Prerequisites: None

W103: Wellness

The Wellness course encourages healthy lifestyle habits. It allows the student to take action and receive support from the instructor and their cohorts. The student is encouraged to individualize strategies by creating a self-care plan. This plan includes obtainable goals to help abandon negative patterns and adopt and maintain healthy behaviors. As a bodyworker, it is essential for students to know themselves and strive for an optimal wellness level. It is when we are healthy and well, that we can inspire others! Health and wellness are interchangeable to mean living life fully with vitality and meaning. A guest speaker will introduce the student to Tai Chi is a Chinese martial art and calisthenics system consisting of sequences of languid controlled movements.

Course Hours Awarded: This course covers 45 hours of the 135 required for this portion of the Wellness course. Clock Hours equal to 2 credit hours. Outside Classroom Hours: 15, which include personal, physical, emotional, psychological, and spiritual activities
Prerequisites: None

Chart A

Required for Massage Therapy Diploma Semesters

Number of Weeks	Course Number	Course	Delivery Method	*Lecture Contact HRS.	*Lab Contact HRS.	*Intern Contact HRS.	Total Clock Hours	Total Credit Hours
15	AM103	Advanced Massage	Onsite	15	10	0	25	1
15	AP101	Anatomy & Physiology	Hybrid	85	15	0	100	6
15	BA101	Business Arts	Hybrid	20	0	0	20	1
15	BE104	Business Ethics	Online	5	15	0	20	.50
15	BX102	Business Exploration	Hybrid	10	20	0	30	1
15	BM103	Business Mentoring	Onsite	0	0	30	30	.50
15	CS200	Community Service	Onsite	0	30	0	30	1
15	CT101	Complementary Therapies	Hybrid	15	0	0	15	1
15	CT102	Complementary Therapies	Hybrid	15	0	0	15	1
15	CT103	Complementary Therapies	Hybrid	15	0	0	15	1
15	CI200	Curriculum Integration	Online	15	10	0	25	1
15	GP101	General Pathology	Online	50	0	0	50	3
15	H101	Hydrotherapy	Hybrid	20	30	0	50	2
15	H102	Hydrotherapy	Hybrid	20	30	0	50	2
15	K102	Kinesiology	Hybrid	30	15	0	45	2.50
15	K103	Kinesiology	Hybrid	30	15	0	45	2.50
30	MI201	Massage Internship	Onsite	15	0	105	120	3
15	MTP101	Massage Theory & Practice	Hybrid	52	48	0	100	5
15	PR102	Pathology Research	Onsite	0	0	50	50	1
15	SMP102	Specialized Massage	Onsite	30	0	0	30	2
15	W101	Wellness	Onsite	15	30	0	45	2
15	W102	Wellness	Onsite	15	30	0	45	2
15	W103	Wellness	Onsite	15	30	0	45	2
Totals	45			487	328	185	1000	44

* Lecture Contact Hours 15=1 Credit | Lab Contact Hours 30=1 Credit | Intern Contact Hours 45=1 Credit

Semester Themes

→ The Emersion Semester



Fourth semester safely navigates the student with further development in a lifelong plan in nutritional sciences to

stay updated as an educational resource for themselves and their client.

→ The Mastery Semester



Fifth semester brings the student through values clarification, human relationships, self-accountability, and ethical dilemmas. There is a continued emphasis on business mastery.

Courses in fourth semester are Communications, Healthy Nutrition, Intro to Business Law 1, and Business Law 2.

Courses in fifth semester are Ethics, Intro to Psychology, Intro to Marketing, and Intro to Social Media Marketing.



Program of Study

Associate of Applied Science Degree

Students can continue with Semesters 4 and 5 for the Associate of Applied Science Degree. The associate degree would take an additional 2 Semesters, which would be a further eight months. This additional course work would be 495 clock hours. These hours are offered entirely online. These semesters would be available to start at any semester start date: January, May, or September. To support the successful completion of this training, that is, all five semesters, it is advised that in addition to the 1495 required course clock hours, the student may need up to 485 hours of independent study to read, memorize, and research. Students should plan accordingly when arranging their personal and work schedules.



AB201: Introduction to Business Law 1

It's essential for business owners, managers, and other professionals to understand business law to help them make better decisions. Just as laws apply to people, a vast body of law applies to business. Businesses need these laws for the same reasons that people do: to define unacceptable behavior, to supply certainty and stability, to protect the public, and to supply a mechanism for businesses to resolve disputes. A company can buy and sell property, sue and be sued, enter contracts, hire and fire employees, and even commit crimes. It can do most things that a person can do throughout a business's existence, and we need laws to control those activities. This section of the course provides the student with foundational information about the U.S. legal system, dispute resolution, and their business impact. The primary content areas will include general principles of law, business, the U.S. Constitution, state, and federal legal systems.

Course Hours Awarded: This course is 21 hours. These Clock Hours equal 1 credit. Outside Classroom Hours: 8, which includes the topic of research and reading.

Prerequisites: None

AB202: Introduction to Business Law 2

The student continues their journey in business law with a focus on the relationships between law and ethics, contracts, sales, torts, agency law, intellectual property, and business law in the global context.

Course Hours Awarded: This course is 21 hours. These Clock Hours equal 1 credit. Outside Classroom Hours: 8, which includes the topic of research and reading.

Prerequisites: None

AB202: Introduction to Marketing

In this comprehensive and practical introduction to marketing management, students improve their ability to make effective marketing decisions, including assessing marketing opportunities and developing strategies and implementation plans. Course topics include market-oriented strategic planning, marketing research and information systems, buyer behavior, target market selection, competitive positioning, product and service planning and management, pricing, distribution, and integrated communications, including advertising, public relations, direct Internet marketing, and sales promotions. Through interactive discussions, cases, practical examples, individual assignments, and a group project, the course applies marketing topics to consumer and business-to-business products, services, and nonprofit organizations. Students gain significant experience in communicating and defending their marketing recommendations and building on the ideas of others.

Course Hours Awarded: This course is 21 hours. These Clock Hours equal 1 credit. Outside Classroom Hours: 8, which includes the topic of research and reading.

Prerequisites: None

AB203: Introduction to Social Media Marketing

In this course, students will learn to recognize social media marketing's value to reach customers and meet diverse strategic objectives ranging from building brands to developing customer loyalty. Students will learn the new and emerging processes for engaging the marketing function in digital spaces creating a demand for social media marketing knowledge and understanding of the role marketing plays in the modern business world. The student will also survey the landscape of social media tools to critically analyze their role as practical means for delivering and receiving marketing messages and communications. Particular emphasis will be placed on the cornerstone digital marketing techniques that feature technologies dependent on customer participation.

Course Hours Awarded: This course is 21 hours. These Clock Hours equal 1 credit. Outside Classroom Hours: 8, which includes the topic of research and reading.

Prerequisites: None

C101: Communications

This course emphasizes that good communication is the foundation of healthy relationships. It provides an opportunity to enhance communications to promote thriving practices. This course will guide composition, research writing, professional document writing, interactive speaking, reflective listening, non-verbal cues, and public speaking. Students will integrate these practices into viable tools for communications. The course will provide practice in active listening to develop professional client/therapist relationships; mastery in promoting a safe environment as it pertains to confidentiality; public speaking to enhance the role of the therapist in the community; document writing such as resumes and letters of application; and marketing materials such as on the WEB, newsletters or brochures.

Course Hours Awarded: This course is 100 hours. These Clock Hours equal 5 credits. Outside Classroom Hours: 38, which include the topic of research and reading.

Prerequisites: None

AE201: Applied Ethics

This course combines theory and applied ethics, emphasizing the practical topics of everyday interest. It introduces the philosophy of morality as it applies to practical moral needs. Moral character is explored in all its dimensions: virtues, vices, attitudes, emotions, commitments, and personal relationships. Also, the course addresses right and wrong conduct. The goal is to stimulate personal reflection and group dialogue rather than offer solutions. This Ethics course seeks to sharpen ideas that we use to cope responsibly with our daily lives. It is a field of study that is interesting, fun, and relevant to everyone. Focusing on ethics and philosophy will contribute to a more satisfying life.

Course Hours Awarded: This course is 100 hours. These Clock Hours equal 5 credits. Outside Classroom Hours: 38, which include the topic of research and reading.

Prerequisites: None

HN201: Healthy Nutrition

This course is a guide to eating healthy. Students will explore different theories of foods that should or should not be eaten. The approach allows not only for hands-on cooking but for the hands-on growing of healthy foods. This course will inspire students to take on health and eating as a primary goal in their lives and their client's lives.

Course Hours Awarded: This course is 111 hours. These Clock Hours equal 5 credits. Outside Classroom Hours: 38, which include the topic of research and reading.

Prerequisites: None

PR101: Introduction to Psychology

This course is an introduction to the scientific study of human behavior. It will provide students with an opportunity to explore the fundamentals of contemporary psychology. Towards this end, historical experiments that significantly impacted the field of psychology are discussed. These experiments are connected to modern psychology's origins, historical development, and schools of thought, theories, and practices. The course also highlights how some of the world's most pressing concerns (i.e., free will, authoritarianism, conformity, and morality) have been addressed in the field of psychology.

Course Hours Awarded: This course is 100 hours. These Clock Hours equal 5 credits. Outside Classroom Hours: 38, which includes the topic of research and reading.

Prerequisites: None

SI201: Structural Integration

This Course emphasizes that our lives work best when there is order, especially to how order applies to the body systems that support and move us, the muscular, neurological, fascial, and skeletal systems. We will be shifting the paradigm of massage to bodywork; passive to collaboration and partnership to improve the tensegrity and explore body-mind connection at a deeper level. We will discover biomechanical issues relative to repetitive stress and compensation mechanisms due to trauma or poor posture. We will learn new techniques and how to combine them to address client-specific needs. There will be a focus on dynamic movement and repetition ensuring graceful fluid movement and preventing injury for our clients.

This course will offer an advanced understanding of common strain patterns, why predictable muscle imbalances create these patterns, and how the imbalances create skeletal alignment problems. We will learn to recognize and treat this dysfunctional pattern before it becomes chronic. We will gain skills to prevent occurrences and reoccurrences, all with an understanding that outcomes are not the only focus as to consider ample time to TOUCH.

Primary Objectives – Upper Body: TOUCH!, Upper Crossed Syndrome – shoulder elevation and shoulder protraction, deep neck flexors, Addressing Pectoral, Trapezius, Levator Scapulae, SCM, Scalene, Suboccipital, Subscapularis, Latissimus Dorsi, Longus Capitis/Colli, Hyoids, Serratus Anterior, Rhomboids, and much more!

Course Hours Awarded: This course is 92 hours. These Clock Hours equal 4.5 credits. Outside Classroom Hours: 38, which includes the topic of research and reading.

Prerequisites: None

SI202: Structural Integration

This Course emphasizes that our lives work best when there is order, especially to how order applies to the body systems that support and move us, the muscular, neurological, fascial, and skeletal systems. We will be shifting the paradigm of massage to bodywork; passive to collaboration and partnership to improve the tensegrity and explore body-mind connection at a deeper level. We will discover biomechanical issues relative to repetitive stress and compensation mechanisms due to trauma or poor posture. We will learn new techniques and how to combine them to address client-specific needs. There will be a focus on dynamic movement and repetition ensuring graceful fluid movement and preventing injury for our clients.

This course will offer an advanced understanding of common strain patterns, why predictable muscle imbalances create these patterns, and how the imbalances create skeletal alignment problems. We will learn to recognize and treat this dysfunctional pattern before it becomes chronic. We will gain skills to prevent occurrences and reoccurrences, all with an understanding that outcomes are not the only focus as to consider ample time to TOUCH.

Primary Objectives – Lower Body: TOUCH!, Lower Crossed Syndrome – anterior tilt of the pelvis, lordosis, unstable pelvis. Addressing Iliopsoas, Rectus Femoris, Hamstrings, Lumbar Erectors, TFL, Adductors, Piriformis, QL, Rectus Abdominus, Gluteal, Vastus Medialis/Lateralis, Transverse Abdominus, and more!

Course Hours Awarded: This course is 92 hours. These Clock Hours equal 4.5 credits. Outside Classroom Hours: 38, which includes the topic of research and reading.

Prerequisites: None



Course Description

Associate Degree in Applied Science

Chart B

Required for the Associate of Applied Science Degree 5 Semesters

Number of Weeks	Course Number	Course Name	Delivery Method	Lecture Contact	Lab Contact	Intern Contact	Total Clock Hours	Total Credit Hours
				Hours	Hours	Hours		
15	AM103	Advanced Massage	Onsite	15	10	0	25	1
15	AP101	Anatomy & Physiology	Hybrid	85	15	0	100	6
15	BA101	Business Arts	Hybrid	20	0	0	20	1
15	BE104	Business Ethics	Online	5	15	0	20	.50
15	BX102	Business Exploration	Hybrid	10	20	0	30	1
15	BM103	Business Mentoring	Onsite	0	0	30	30	.50
15	CS200	Community Service	Onsite	0	30	0	30	1
15	CT101	Complementary Therapies	Hybrid	15	0	0	15	1
15	CT102	Complementary Therapies	Hybrid	15	0	0	15	1
15	CT103	Complementary Therapies	Hybrid	15	0	0	15	1
8	C101	Communications	Online	60	40	0	100	5
15	CI200	Curriculum Integration	Online	15	10	0	25	1
15	GP101	General Pathology	Online	50	0	0	50	3
8	HN201	Healthy Nutrition	Online	60	40	0	111	5
15	H101	Hydrotherapy	Hybrid	20	30	0	50	2
15	H102	Hydrotherapy	Hybrid	20	30	0	50	2
8	P101	Intro to Psychology	Online	60	40	0	100	5
15	K102	Kinesiology	Hybrid	30	15	0	45	2.50
15	K103	Kinesiology	Hybrid	30	15	0	45	2.50
30	MI201	Massage Internship	Onsite	15	0	0	120	3
15	MPT101	Massage Theory & Practice	Onsite	52	48	105	100	5
15	PR102	Pathology Research	Onsite	0	0	0	50	1
15	SMP102	Specialized Massage	Onsite	30	0	50	20	2
15	W101	Wellness	Onsite	15	30	0	45	2
15	W102	Wellness	Onsite	15	30	0	45	2
15	W103	Wellness	Onsite	15	30	0	45	2
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8	AE101	Applied Ethics	Online	60	40	0	100	5
8	AB201	Intro Business Law 1	Online	10	11	0	21	1
8	AB202	Intro Business Law 2	Online	10	11	0	21	1
8	AB203	Intro to Marketing	Online	10	11	0	21	1
8	AB204	Intro to Social Media Mktg	Online	10	11	0	21	1
<hr/>								
Electives A Totals				777	533	185	1495	68
<hr/>								
15	SI101	Structural Integration	Hybrid	45	47	0	92	4.5
15	SI102	Structural Integration	Hybrid	45	47	0	92	4.5
<hr/>								
Electives B Totals				777	533	185	1495	68

Tuition & Payment Plans

Tuition and Fees Associate Degree 5 Semesters

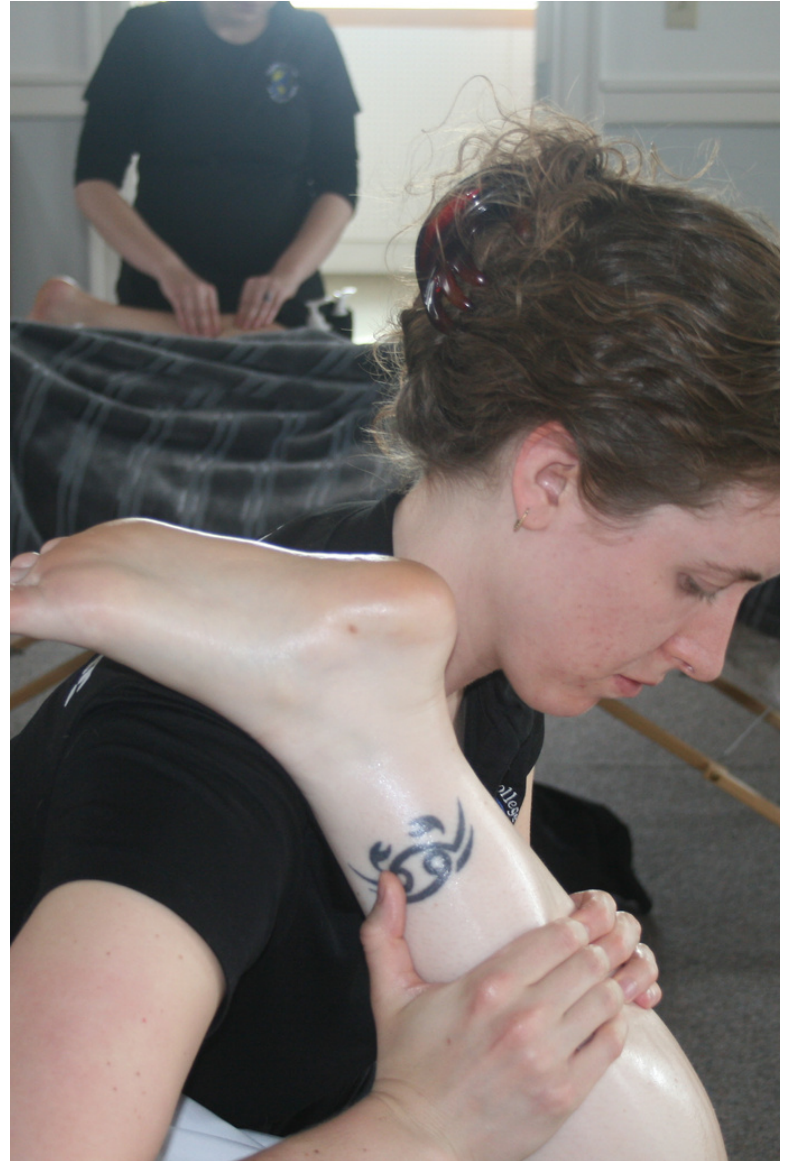
Tuition: \$26,479.20

Additional fees include the following:

- \$50.00 Refundable
- Application fee.
- \$150.00 Registration fee reserves your position until tuition is due (this amount is in addition to tuition. \$50.00 per Semester).
- \$600.00 Textbooks and Course Aids.
- \$60.00 Clinical Supplies Fee.
- \$800.00 Massage Table.
- \$50.00 CPR & First Aid.
- \$75.00 ABMP Bodywork Liability Insurance fee.
- \$450.00 Technologies fee (\$150.00 per semester).

*Any enrolled UCHA student who has residency in the State of California will pay a fee of \$2.50 on every \$1000 charged on the total tuition and fees. This money is collected by UCHA and then sent to the California Department of Education Bureau for Postsecondary Education where it is kept in a Student Tuition Recovery Fund. [STRF Disclosure](#)

*The technology tuition fee aims to acquire, install, and maintain up-to-date and emerging technologies to enhance student-learning outcomes, such as to provide equitable access to technology resources. All hardware, software, databases, and other capital equipment procured with these revenues are to support student learning experiences.



Payment Plans Payment

- Plan 1: Student remits payment in full of \$25,221.20 "If the student has paid in full for the Diplomat Program, the student will owe the difference."
- Payment Plan 2: Student remits (5) payments of \$5144.24 (payments include \$100.00 fee)
- Payment Plan 3: Student remits twenty (20) payments of \$1261.06 (payments include a \$100.00 fee) on or before the first of every month.
- Payment Plan 4: Student Proposes their payment plan to be considered (must include a \$100.00 payment processing fee).

*Prices are subject to change; ask for current information. An additional service charge will be applied to credit card payments.



Admissions



Statement of Nondiscrimination

The Universal College of Healing Arts does not discriminate based on race, color, national origin, religion, sex, sexual orientation, marital status, age, or disability in admission or access to its programs and activities.

The College complies with the Civil Rights Act of 1964, the Civil Rights Act of 1991, the Americans with Disabilities Act of 1990, related Executive Orders 11246 and 11375, and all civil rights laws of the State of Nebraska. Accordingly, equal opportunity for employment and admission shall be extended to all persons. The College shall promote equal opportunity and treatment through a complimentary, continuing affirmative action program.

Admissions Policies

UCHA admits only persons with a high school diploma or equivalent (GED) or a Home-school Diploma. Proof of the original Home School State approval letter must be provided with the Diploma or Transcript. There is an age limit beyond the compulsory school age, which is 16 years old. The student must be 19 to secure licensure in Nebraska.

The following additional criteria or exceptions are considered:

- Students need life experiences that blend well with Bodywork Therapies. Current and past work experiences should reflect strict adherence to high ethical standards.
- Students should demonstrate a commitment to community service and involvement with the health and welfare of others.
- Students need to articulate their own learning goals and practice reflective thinking skills. Students should demonstrate that they can participate academically and socially in the program.
- Students must have the ability to read, write, and speak English.
- Students must possess the ability to work in a cooperative/group environment.
- Students must have emotional awareness to receive and give feedback.
- Students must demonstrate respect for diversity.
- Students must possess an open mind toward exploring new ideas about holistic health (i.e., mind, body, and spirit).
- Students must be able to commit themselves to the values and policies of the program.
- Students must demonstrate the potential for job readiness in the field of Bodywork Therapy.
- Students who have not received a professional massage will be required to do so for the Massage Therapy program.
- Students must be conversant with word processing and e-mail and have access to the Internet and the ability to attend the intensives at the school as outlined in the program schedule.
- Specific to the Hellerwork Structural Integration Practitioner Program, the Student MUST: A) Be 21 years of age or older having life experiences that enhance emotional and physical maturity. B) Complete, as a client, at least the first 3 series of the Hellerwork SI sessions before the Program start date. C) Complete the full Hellerwork SI Series by the beginning of the second on-site intensive. (Consult a Hellerwork Admissions Team Member if no Hellerwork SI Practitioner is available).

UCHA reserves the right to evaluate the applications for admission and to refuse admission to applicants. A student must consult with their primary health care provider and receive medical clearance in writing before participating in the program. The school may request medical authorization in writing at any time.

Application Procedures

- Review the student catalog online at ucha.edu.
- Arrange for a tour (optional) of the facility if possible or observe ongoing classes if needed.
- Applicants for the Massage Therapy Programs who have not received a professional massage will be required.
- Applicants for the Hellerwork Program will need to complete the first three sessions of the Structural Integration Series.
- Complete the Application online.
- Submit a copy of your high school diploma, GED, or Homeschool Diploma. Proof of the original Home School State approval letter must be provided with the Diploma or Transcript and a copy of a photo ID. This can be done by mail or provided in person.
- Additional requests for two references may be required.
- All programs: Submit all forms (online) You will be contacted by the UCHA President (Massage Therapy programs), or the Hellerwork team will review the applicant interview Questionnaire form with the applicant during an informal meeting.
- Further interviews may be required of an applicant. Applicants may be asked to meet either with additional staff or to interact with a group of applicants /or students. Possibly any significant concerns need to be addressed. In that case, the applicant may need to meet with health care professionals who can further assess their physical, mental, or emotional ability to participate in the program.
- Applicants may receive a “challenge” asking them to respond to specific concerns that have surfaced during the screening process.
- All forms and results of interviews will be submitted to the President for final decision for acceptance.
- The applicant will be notified in writing of your acceptance status. Upon acceptance, the applicant will be given specific instructions for registration.
- Late enrollment is allowed if there are still openings in the class. Late enrollment would be before the first semester start date, with a reasonable time to complete the application process.

Enrollment Procedures

Students, who demonstrate they meet the Admission Criteria, are sent an acceptance packet informing them in writing of their acceptance. Before enrollment, the following steps need to be taken:

- Read the Student Catalog thoroughly.
- Read the Overview of Academic Policies and Procedures in the UCHA Student Catalog.
- Sign and return the Student Agreement Form (may cancel within three business days of signing with a full refund of all monies paid toward registration and prepaid tuition).
- Pay the First-semester registration fee to reserve your position. A registration fee will be required at the beginning of each following semester.
- Pay initial tuition payment or have FAFSA and loan applications completed before orientation, using the financing options agreed to in the Student Agreement Form.

If the programs should become full before a registration fee is received, the college will keep a waiting list of qualified applicants who wish to enroll when a position should become available. The applicant may choose to apply for the Registration Fee or tuition payments toward the next open class.

Satisfactory Academic Progress (SAP) Overview

The purpose of this policy is to describe the Universal College of Healing Arts' process for determining a student's eligibility for continued receipt of Title IV federal funds.

In accordance with federal policy, to remain eligible for financial aid, students must continue making Satisfactory Academic Progress (SAP) toward their diploma, certification, or degree. This is monitored by reviewing cumulative grade point average (GPA), the pace at which a student completes coursework and the maximum timeframe in which a student may complete an academic program. All SAP policies apply to all students at the Universal College of Healing Arts, including full and part-time students in all three programs (Hellerwork SI, Massage Therapy Diploma, and Massage Therapy Associate).

Federal regulations (HEA Sec. 484(c), CFR 668.16, CFR 668.34) require all schools participating in Title IV financial aid programs to have a Satisfactory Academic Progress (SAP) policy that meets the requirements outlined below. These SAP requirements apply to all college coursework taken previously, regardless of whether the student received financial aid at that time. This includes coursework transferred to the Universal College of Healing Arts from another institution. These conditions apply to all students, and SAP is one of many factors used to determine student eligibility for Title IV financial aid programs.

In accordance with federal regulations, financial aid will only be applied to courses included in a student's program of study (diploma, certification, or degree). Any courses a student chooses to take outside of the program of study (diploma, certification, or degree) will not receive financial aid. A student's SAP status is based on the student's entire academic record at the Universal College of Healing Arts and all other schools attended (including all transferrable credits), regardless of whether financial aid is received.

Standards of Progress Policy

A veteran and an eligible person must make satisfactory progress toward an approved educational objective leading to employment. Veteran and eligible person's Standard of Progress will be determined utilizing the Satisfactory Academic Progress Policy as listed in the college catalog consisting of overall grade point average, pace, program length, the maximum time for completion, attendance, and conduct.

Requirements for Maintaining SAP

To maintain Sap, a student must:

1. Maintain a minimum cumulative grade point average (GPA)

To maintain SAP, a student must: 1. Maintain a minimum cumulative grade point average (GPA). Students are Given Progress (Grade) Reports at Mid-term and at the end of the semester. A student must maintain at least an overall GPA of 2.5. It is important to note that to graduate, a student must have an overall GPA of 2.5. If the student fails to meet the required GPA of 2.5 by the end of the first pay period (end of First Semester), they are notified by email that they have been placed on Warning/Academic Probation. An Academic Action Plan (Plan of Action) is requested from the student. In such a plan, the student identifies areas they need to improve, such as time management for learning, improved study skill methods, identification of support system needs, and any assistance that Teachers can provide. The Academic Advisor, Teachers, and UCHA President will add to the Action Plan as needed. Qualified to receive Financial Aid, students can continue to receive Financial Aid during this first Warning period. If any student already on Academic Probation fails to meet SAP at the end of the second pay period (Second Semester), they will continue to stay on Academic Probation but they lose their Financial Aid eligibility unless they successfully appeal and are subsequently placed back on probation. If the student fails to bring up their GPA to 2.5 or greater by the end of their third payment period while being on an appealed Academic Probation, they would continue to be NOT eligible for financial aid. Students whose GPA had fallen below the minimum, who then later raise their GPA above the required standard, can re-establish and become off Academic Probation and maintain their eligibility for aid if they meet the minimum standards. Those students whose GPA has fallen below the minimum after being on Academic Probation and who were issued a denial with any appeal will be withdrawn, that is, denied attendance, from the program. Students who have been denied aid or attendance due to a GPA below the minimum standards may be granted aid or reinstatement on an appeal basis. Students are issued a Student Advisement Form allowing for an appeal process to begin. Students may be required to pay back monies to Financial Aid for a non-punitive grade. A Non-Punitive grade is graded as the student is either satisfactorily passing or failing but it is a grade that does not count as earned credit and isn't considered in progress standards for graduation. A non-punitive grade occurs when the student withdraws from a course after the official drop period has ended. A withdrawal after the drop period is non-punitive if it isn't calculated into the student's GPA or considered in academic progress criteria like probation and suspension. Non-credit remedial courses will not count towards the minimum number of credit hours to be completed nor affect the GPA.

2. Complete at least 67% of all attempted credit hours

Attempted credit hours are reviewed at the end of each semester, and the aggregate percentage of coursework attempted and passed must equal 67% or greater at each review. For example, a massage therapy student who enrolls for 12 credit hours and completes 8.5 credit hours has completed an acceptable percentage of attempted credit hours, 67% or greater. This percentage is calculated by dividing the total number of credits or hours successfully completed by the number of hours or credits attempted. Course work finished within thirty (30) days after the end of each semester is acceptable by the President's approval only. After the thirty days, any course with incomplete course attendance, classroom hours not made up, and unfinished assigned work, will be considered Incomplete and graded with an 'F' or 'I.' It will be up to the President to determine if the course will need to be retaken or if any further extension may be given, such as in the case of an Internship where the student could not obtain the required number of hours to no fault of their own. This may be due to a health condition where the student was unable to perform during the required timeframe. All courses below the 70% minimum grade requirement will need to be retaken. Repeat courses may only qualify once for financial assistance.

Requirements for Maintaining SAP

3. Maximum Time Frame

A student is allowed a maximum time frame not to exceed 150% of the educational program's published length.

- The Diploma program is a 1000-clock-hour program, divided into semester increments over a 12-month period. A full-time Diploma student to comply will not exceed an 18-month time frame. Maximum Time Frame will also consider Semester Credits. Students must complete at least 70% of their attempted credits each semester to ensure on-time program completion. This maximum time frame or pace will be evaluated at the end of each semester. Students are informed on their end-of-semester Grade Report of the number of credits they have registered for and the number they have completed. Warnings will be issued to any student that is not meeting the 150% timeframe. Program Termination will be issued once they have gone past the 150% timeframe from their final semester.
- The associate degree Program, because it is a 20-month program, has a maximum time frame of 30 months for a full-time student. This maximum time frame or pace will be evaluated at the end of each semester.
- The Hellerwork Program is an 18-month program, whereas the maximum time frame would be 27 months. This maximum time frame or pace will be evaluated at the end of each semester with appropriate warnings or termination. A less than full-time student maximum time frame will be calculated using the 150% rule according to their program length. For example, a student who attends a part-time status where the program might take 24 months would have 36 months. This maximum time frame or pace will be evaluated at the end of each semester with appropriate warnings or termination.

If a student does not complete a program within the stated overall (Full Program) maximum time frame, they will be terminated from the program. They would have to re-apply and, if accepted, become a Re-Start status student. Repeated courses will be included in determining the maximum time frame. The final grade for an individual course that surpasses the Maximum Time Frame will result in either an 'F' (Fail) or 'I' (Incomplete). The final determination of this grade will be at the discretion of the President. Special circumstances that constitute an 'I' over an 'F' would be but are not limited to an extended or permanent illness or disability, special family care needs, or military deployment.

Course Completion

Course work finished within thirty (30) days after the end of each semester is acceptable by the President's approval only. After the thirty days, any course with incomplete course attendance, classroom hours not made up, and unfinished assigned work, will be considered Incomplete and graded with an 'F' or 'I.' It will be up to the President to determine if the course will need to be retaken or if any further extension may be given, such as, in the case of an Internship where the student could not obtain the required number of hours to no fault of their own. This may be due to a health condition the student was unable to perform during the required timeframe. All courses below the 70% minimum grade requirement will need to be retaken. Repeat courses may only qualify once for financial assistance.

Transfer Students/Credit Granted

Transfer credit for courses taken (attempted) and successfully completed (75% or higher) at institutions accredited by an agency recognized by the U.S. Department of Education or the Council for Higher Education Accreditation. This may include other approved massage schools attended during the past 12 months if the credits can be documented through an official transcript and a course description. Credit for additional coursework taken will be reviewed on a case-by-case basis. Transfer Credits for courses taken from a previous post-secondary school may be considered when determining a student's compliance with UCHA's Satisfactory Academic Progress Standards.

Transfer hours will be included in the number of hours completed toward the student's program. The student must provide an original (official seal and signature) academic transcript from the college attended, which the UCHA President will review. The President will determine the final determination of the required content of a transfer course and acceptance of the credit toward the UCHA program. This may be done by reviewing Course descriptions and consulting with the attended college. Any number or Letter Grade with 75% or a C from an approved Transfer course will transfer as a P (Pass) grade and be calculated accordingly for the GPA. Before receiving a UCHA diploma, a student must complete at least 50% of their course work directly from the college. UCHA cannot guarantee that its course credits will be transferable or accepted by another educational institution. Testing Out of a class is allowed provided the student has received credit at another post-secondary school. The student must demonstrate a high qualitative knowledge of the subject matter to the President, which meets a minimum of 90 - 100% of UCHA requirements.

Any Non-credit remedial course will not count towards the minimum number of credit hours to be completed. For course work previously taken past 12 months, testing out of a class is allowed. The student would need credit from another accredited post-secondary school/College and demonstrate to the UCHA President a high qualitative knowledge of the subject matter that meets a minimum of 90% or above the UCHA requirement. Testing out in a class will count as the student has obtained a successful course grade towards completing the overall program. UCHA does not offer experiential credit in that Nebraska statute states 83-004.03 Operating Requirements: Sec. 3: Not credit a student with hours except when hours were earned in the study or the practice of massage therapy in accordance with the required curriculum, except massage schools may transfer college or university credit into the massage course of study.

SAP Monitoring and Appeals

Students will be evaluated throughout the semester on both participation and quality of academic and hands-on lessons. At Mid-term and at the end of each semester, the student will see a written summary of their current progress and grades. A student who is not making satisfactory progress at the end of the first pay period shall be placed on Warning. If the student on Warning achieves satisfactory progress for the subsequent period but has not achieved the required grades for overall satisfactory progress, they will be placed on Warning for one more pay period. Students are issued a Student Advisement Form where they can accept or appeal the Warning Status. If the student fails to achieve satisfactory progress for the second warning period, the student is placed on Academic Probation, and an appeal process is provided. If a student should not meet the SAP requirement by the end of the Academic period, that is, at the end of the second pay period, an appeal process is provided for, and only with success may a student continue. Students may be considered but are not limited to consideration to continue if they choose a self-pay option. If the student then meets that SAP requirement by the next pay period, they will resume their eligibility for financial aid but still be on probation until they again meet SAP requirements in the next pay period.

A student may appeal if there are extenuating circumstances. Examples of these include personal or family critical illness (both physical and mental), natural disasters impacting the student or family's home, assault, etc. If an SAP appeal is approved, the student will be placed on SAP financial aid probation. To appeal, students must complete the SAP Appeal Form, which requires a student to explain the situation, document circumstances, and develop an Academic Recovery Plan with an academic advisor.

About SAP Financial Aid Probation

If a student is put on financial aid probation, their academic progress and financial aid eligibility will be reviewed at the end of the pay period. The student will be asked to sign a semester-by-semester SAP Probation Agreement that will explain the terms and requirements of the probation.

Students on SAP financial aid probation will be monitored for improvement and adherence to probationary terms, including the Academic Recovery Plan. While on probation, an undergraduate student is expected to achieve a semester grade point average of 2.0 or above, not receive an "I" in any coursework, and receive a "P" in each Pass/Fail course. The student must have an overall GPA of 2.5 to graduate. Students on probation must also follow the terms of their Academic Recovery Plan. They continue to receive aid while on financial aid probation but will be monitored.

A student will be removed from SAP financial aid probation upon successfully completing the Academic Recovery Plan. This is demonstrated by obtaining a GPA consistent with the minimum requirement for their academic level and completing an aggregate percentage of 70% or more of all attempted credit hours.

Failure to Meet SAP Probation Requirements

Students who did not meet the terms of financial aid probation (Academic Probation) and were unsuccessful in the appeal process are not eligible for aid and attendance in any subsequent semester. A written letter and email notification are sent to all students who fail to comply with the terms of their probation.

Changing Major or Degrees

Once enrolled, a student who wishes to change from a Diploma Program to a Degree Program or vice versa may do so at the end of any semester. Students will need to notify the President in writing of the anticipated change. New title IV calculations would be made for any additional semesters, or monies would be recalculated for any returns of Title IV fund for a semester that now will not be taken.

Students cannot transfer from the Massage Therapy Program to the Hellerwork Program or vice versa and expect credits to transfer. A student would have to officially withdraw from one of these programs and apply to be accepted to the other. Title IV funds would be calculated accordingly to return monies to Title IV.

Special Circumstances Affecting SAP Status

Students can contact the financial aid advisor if they have lost their financial aid eligibility and they believe they have special circumstances that relate to the SAP. With proper documentation of circumstances (i.e., doctor's notice, a letter from the academic advisor, etc.), they may appeal by completing a Satisfactory Academic Progress Appeal Form. Also, they should contact their academic advisor to help them develop a plan for achieving good academic standing.

Semesters with All Failing Grades

Students will be asked to verify attendance during a semester in which all grades received are unacceptable (as defined above). Failure to verify attendance in each class will result in the cancellation of all aid for the semester.

Academic Holds and Financial Aid

Academic holds are used by UCHA to prevent future registration by students who need to resolve academic issues. If the student has an academic hold, the Office of Financial Aid will not determine such student's financial aid eligibility or release funds to them until the academic hold is removed by the school or college. To resolve academic hold situations, the student should contact their school academic advisor.

Incomplete Courses/Work, Poor Grades, Withdrawal, and Non-Punitive Grade

Only courses for which the student received a grade of A, B, C, or P are acceptable and will count as a completed course. A grade of D counts as credit completed, but the course will need to be retaken to achieve at least a C (70%). A grade of F, I, or W is not acceptable and does not count as Completed for the purpose of the student's Completion Percentage. Students who fail to complete at least 67% of attempted credit hours will have their financial aid suspended. This percentage is calculated by dividing the total number of hours or credits successfully completed by the number of hours/credits attempted. Permission for making up incomplete work may be granted when unforeseeable emergencies and justifiable reasons cause the student to be unable to complete the academic work by the end of the course.

The student is responsible for initiating a request for an incomplete, but the incomplete grade (I) is assigned at the instructor's discretion. Course work finished within thirty (30) days after the end of each semester is acceptable by the President's approval only. The new letter grade will then replace the Incomplete.

The GPA will be recalculated with the new letter grade. The total of credits earned will be recalculated. After the thirty days, any course with incomplete course attendance, that is, classroom hours not made up or with incomplete assigned work, will be considered Incomplete and graded with an (F) or (I). It will be up to the President to determine if the course will need to be retaken or if any further extension may be given, such as in the case of an internship where the student could not obtain the required number of hours through no fault of their own. This may be due to a health condition the student was unable to perform during the required time frame. All courses below the 70% minimum grade requirement will need to be retaken. Repeat courses may only qualify once for financial assistance.

A Non-Punitive grade is graded as the student is either satisfactorily passing or failing but it is a grade that does not count as earned credit and isn't considered in progress standards for graduation. A non-punitive grade occurs when the student withdraws from a course after the official drop period has ended. A withdrawal after the drop period is non-punitive if it isn't calculated into the student's GPA or considered in academic progress criteria like probation and suspension. Non-credit remedial courses will not count towards the minimum number of credit hours to be completed nor affect the GPA.

Early Probationary Period

The first six weeks of the program(s) are an Early Probationary Period. A student may be dismissed due to academic performance or behaviors that violate the college's policies or values. A student's Early Probationary Period may be extended or reinstated after a six-week period due to academic performance or violating policies that do not warrant immediate dismissal. If a student is placed on an Early Probationary Period status, they will be given a notice.

The notice in the Student Advisory Record will detail which behavior needs to be implemented or discontinued within a specific time period. If the student complies with the Student Advisory Record requirements, the Early Probation will be removed as defined in the Advisory Record.

Grading Regulations

The Accreditation Bureau of Health Education Schools, commonly known as ABHES, requires an institution accredited to develop and enforce a policy for satisfactory progress standards. Also, the Higher Education Act of 1965, as amended to date, mandates minimum standards of satisfactory academic progress for students receiving financial aid. All semesters of college coursework must be considered, regardless of whether they received aid each semester. The standards for determining satisfactory academic progress at the Universal College of Healing Arts (UCHA) are applied in the following area:

- Interpretation and Enforcement: The President of UCHA will have the primary responsibility to interpret and enforce this policy. Unusual issues related to this policy may be directed to the President for consultation.
- Grade Points: A system of grade points is used to determine a student's standing for graduation: Grade points are assigned to the respective grades as follows: for each credit unit, the grade of A is assigned 4 points; B, 3 points; C, 2 points; D, 1 point; F, 0 points. P (Pass) and F (Fail) units are not counted in a student's GPA.
- Grade Point Average: A student's Grade Point Average (GPA) is the qualitative measurement used for their college academic work. A 2.0 average equals a "C" grade average. To stay in the UCHA program, students need to maintain a minimum of 70% per individual class and a cumulative grade average of 75%(GPA 2.5) to graduate and receive a diploma or degree.

Grading System

Ongoing Grade reports are available to students via the Schoology classroom. End of Semester grade reports with the GPA calculations is provided in a secure network for the individual student to review. Grades are based on the quality of work as indicated on the Course Syllabus and Rubrics. The end-of-semester report will show the CGPA and all hours and semester credits earned out of the number attempted. Earned quality points are calculated for each course by multiplying the grade point value for the grade received for the course multiplied by the credit hour value of the course. For example, a 4.0 credit course with a grade of B would earn 12.0 quality points (credit value of course) times grade point value of (B)3).

The Cumulative Grade Point Average (CGPA) is calculated by dividing the total earned quality points by the total attempted credits. The chart (A1) illustrates letter grades, description, percentage points, meaning, and quality points.

Grade Point Average Calculation

Grade Point Average (GPA) is the numeric measure of a student's average performance in all completed letter-graded courses. The grade points earned for each course are computed by multiplying the course's credit hours by the grade point of the final grade received. The Semester GPA is computed by dividing the sum of the grade points earned in all courses taken during that semester by the total number of credit hours attempted during that semester. The Cumulative Grade Point Average (CGPA) is calculated by dividing the total earned quality points by the total credits attempted. UCHA's transcripts show two different grade point averages:

- Semester GPA is the point average of the student's grades over one semester.
- Cumulative GPA is the average of the student's grades over all the academic courses they have taken at UCHA, University, or Community College. Units are counted toward your degree or utilized to satisfy major and or elective requirements.

The official GPA is calculated by dividing the total number of grade points by the total number of attempted credits. These figures can be found on the official transcript. Attempted are found in the Credit Hours Attempted column; Grade Points are found in the Points column.

The GPA is calculated by converting each letter grade into Grade Points and then multiplying each grade by credit value. The end-of-semester report will show the GPA and all hours and semester credits earned out of the number attempted. Earned quality points are calculated for each course by multiplying the grade point value for the grade received for the course multiplied by the credit hour value of the course. For example, a 4.0 credit course with a grade of B would earn 12.0 quality points (credit value of course⁹⁴) times grade point value of (B)3). The Cumulative Grade Point Average (CGPA) is calculated by dividing the total earned quality points by the total attempted credits. Chart A. on the following page illustrates the letter grades, description, percentage points, meaning, and quality points.

Chart A
Calculate Grade Points for Each Course Being Used the GPA

Letter Grade	Description	Percentages	Includes in Credits Earned	Includes in Attempted	Includes in CGPA	Grade Points
A	Excellent	90-100%	Yes	Yes	Yes	4.00
B	Good	80-89%	Yes	Yes	Yes	3.00
C	Fair	70-79%	Yes	Yes	Yes	2.00
D	Poor*	60-69%	No	Yes	Yes	1.00
P	Passing***	70-100%	Yes	Yes	Yes	NA
F	Unsatisfactory					
NP	Failing/Not Passing	0-59%	No	Yes	Yes	0.00
I	Incomplete	-	No	No	No	NA
T	Transfer	-	Yes	Yes	No	NA
W	Withdraw	-	No	No	No	NA
IP	Progress	-	No	No	No	NA
**	Repeat	-	No	No	No	NA

*Overall GPA must be 75%; ***must obtain 70% or more

Application of Grades and Credits

Chart (A) described the impact of each grade on a student's academic progress. For calculating academic progress, grades of "F," "W," and "I" are counted as hours attempted but are not counted as hours completed. The student must repeat any required course in which the student receives a grade of F or W grade. This W or F will now remain part of the student record if not replaced.

If the course is no longer offered, a substitute course may be used subject to approval from the school's President. In the case of repeated courses, the better of the two grades is calculated into the CGPA. The lower grade will be replaced by a double asterisk (**), an indication that a higher grade has been earned for a separate attempt at the course. If the same grade is obtained when a course is repeated, only the first and corresponding grades will be calculated into the CGPA. Both repeated and original credits will be counted as attempted credits in the rate of progress calculations.

Change of Grades

All grades are final in the absence of mistake, fraud, bad faith, or incompetence. A student who believes a final grade to be incorrect may contact their instructor. In the absence of the instructor, the request shall be referred to the college president. Ongoing Grade reports are available to students via the Schoology classroom.

End of Semester grade reports with the GPA calculations is provided in a secure network for the individual student to review. Grades are based on the quality of work as indicated on the Course Syllabus and Rubrics.

Conversion from Clock Hours to Credit Hours

For Each Course:

- 5 Lecture hours = 1 - semester credit
- 30 Lab hours = 1- semester credit
- 45 Externship hours = 1 semester credit

Add/Drop/Swap Policy

Courses can be added, dropped, or swapped without penalty within the required time frame. 'Without penalty' refers to grades and any tuition monies. Tuition monies paid or awarded from Financial Aid will be returned or adjusted accordingly. Classes may be dropped within ten days from the first day the class meets. The student's notification must be done in person with the College President or in writing addressed to the President.

The President must receive the letter within these ten days. Adding or Swapping a Course can only be done with approval from the receiving Teacher and President. Adding or Swapping a Course must be done within five days from the Semester start date. After the required add/drop/swap notification time, the student will receive a W for the course if they still want to withdraw. Students can only withdraw from a class up to 60% of the course schedule or up to 10 weeks from the start date. Withdrawing after this date would result in an F.

Probation Policy

The first six weeks of the program(s) are a probationary period. A student may be dismissed due to academic performance or behaviors that violate the college's policies or values. A student's probation may be extended or reinstated after a six-week period due to academic performance or violating policies that do not warrant immediate dismissal.

If a student is placed on probationary status, they will be given a notice. The Student Advisory Record notice will detail which behavior needs to be implemented or discontinued within a specific time period. If the student complies with the Student Advisory Record requirements, the probation will be removed as defined in the Advisory Record.

Conduct/Termination Policy

Students will be dismissed for: non-payment of tuition and fees, unsatisfactory academic performance, violating UCHA policies or falsifying information during the application process. All students are expected to maintain good moral conduct and adhere to all municipal, state, and federal laws. Any violations, disruptive or disrespectful behavior may subject the student to dismissal. The President has the right to expel, suspend, or place a student on probation when in the Director's judgment, a student's actions contradict professional ethics or UCHA policies.

All school members are responsible for bringing any questionable conduct to the attention of an instructor or the Executive Director/President. Suppose the Executive Director/President finds merit to a complaint. In that case, the student concerned will either be dismissed or receive a notice detailing the Student Advisement Record issues, which need to be addressed during probationary status. The Student Advisement Record will remain on file.

Termination by the institution will be considered to have occurred no later than seven class days after:

1. The student has officially withdrawn from the school, based on the published guidelines of official withdrawal, or
2. The last academic-related activity date may include recorded attendance, projects, clinical experience, or examination.

Readmission Policy

Students dismissed due to non-payment will be readmitted once the tuition bill is made current. Attendance policies will still apply. If more than three months have passed since the last day of attendance, the student will be subject to the new students' current tuition rate. Students dismissed for academic/other reasons may submit a new application form and application fee, and they will be reviewed on a case-by-case basis. If Federal Financial Aid were used in the previous enrollment, the student would not be eligible for Federal Financial Aid on readmission.

Refund Policy

Cancellation or Withdraw notices are sent by certified mail, return receipt.

The student may cancel enrollment within three business days of signing the Student Agreement Form with a full refund of all monies paid towards registration and prepaid tuition. After this three-day cancellation period, an applicant requesting cancellation before the start of classes is entitled to a refund of all monies paid less than \$150.00.

In the event of a withdrawal or termination, regardless of whether the student or the College instigates it, the student is obligated to pay for prorated tuition and fees based on that portion of the program which the student has attended (as determined by the last day of attendance), plus a \$500.00 administrative charge. For a student who withdraws after completing 60% of a semester, the College may retain the full contract price for that semester.

The College has 14 calendar days from the withdrawal date to return tuition and fees owed to the student, less any outstanding balances owed to the store or College. The termination date for the refund computation is the last date of the student's actual class attendance. All educational supplies and equipment (i.e., Books, massage tables) are non-refundable.

Graduation Policy

Receiving Diploma and Transcripts

The student will receive transcripts for completed coursework. Transcripts will be issued within five (5) business days from the school receiving your request in writing. Additional transcripts may be ordered following graduation by mailing or delivering a \$20 payment. A Diploma and transcript for completing the program will be issued to a student upon:

- Passing the comprehensive cumulative exam.
- Fulfilling all the financial requirements of the school.
- Returning any loaned materials belonging to the school.
- Achieving the required grade point averages and academic requirements.
- Passing the College's practical exam.
- Completing an "Application for Commissioning of Hands," verifying current information.
- Completing the "Student Exit Interview Survey" to provide feedback on their UCHA experience.

Attendance Policy/Withdraw Policy

As a clock-hour program, any time absent from the program needs to be made up and turned in to the instructor before receiving credit for the course. To receive course credit, the student is responsible in contacting the instructor. The recommended process is through Schoology messaging. The absences will be calculated per method of delivery per online or onsite. If a student should miss any 3-weeks of delivery onsite or online of an individual course, they are subject to withdraw.

Students can have a maximum of two absences during each 16/18-week period of study (a Semester). All partial absences (i.e., being tardy/ten minutes late, leaving early, or missing any part of a class) will be recorded in the instructor's attendance/grade book.

All partial absences (i.e., being tardy/ten minutes late, leaving early, or missing any part of a class) will be recorded in the instructor's attendance/grade book. The third occurrence of being tardy or leaving early will constitute one absence occurrence. The third occurrence of being absent for a class period will result in the student automatically withdrawing from that individual class unless the instructor and the President have pre-approved a plan for an individualized course of study.

Attendance at internship appointments and community service events is essential. Such absence will be reported to the President, and appropriate action will be taken (i.e., one occurrence will result in the student being placed on probation, and multiple absences can result in withdrawal from the program).

Grievance Policy

Student grievances shall be taken seriously, and efforts shall be made to resolve the grievance. UCHA encourages students to first speak directly with their instructor or individual who is involved with the concern. If the grievance remains unresolved, the student can then submit a written statement to the UCHA President.

All discussions regarding the grievance shall be private and confidential. The student's grievance will be reviewed, and a determination will be made in writing by the UCHA President. Unusual and/or extenuating circumstances, including but not limited to illness, injury, severe mental or emotional stress, and/or physical or mental hardship, may be considered when processing the student's grievance.

If a grievance remains unresolved to the satisfaction of the student after it has been processed through the UCHA President, the student may contact, as appropriate, the Nebraska Department of Health Massage Therapy Program in Lincoln, Nebraska; the Program Director of Nebraska Postsecondary Private Career Schools at the Department of Education in Lincoln Nebraska, or ABHES, Accrediting Bureau of Health Education Schools 6116 EXECUTIVE BLVD. SUITE 730 NORTH BETHESDA, MD 20852.

Syllabus Policy

All faculty members are required to publish and keep on file in their offices a course information sheet or syllabus for each course each semester and distribute them at the first-class meeting or later than the end of the second week of class.

The syllabus must align with the content of the course as indicated in the official course outline and must contain grading standards for the class, a description of how the course is to be taught such as lecture, laboratory, and outside assignments, attendance requirements, clock hours, credit hours, outside clock hours, and office location and office hours. Other recommended items to include in syllabi are examination dates, text assignments, an outline of topics covered in the course, and student learning outcomes.

Plagiarism Policy

Universal College of Healing Arts is committed to fostering an academic environment that values integrity, honesty, and the pursuit of knowledge. Plagiarism is a serious violation of academic integrity and undermines the educational process. This policy outlines the expectations, consequences, and procedures regarding plagiarism at Universal College of Healing Arts.

Definition of Plagiarism

Plagiarism is the act of presenting someone else's work, ideas, or intellectual property as one's own without proper acknowledgment or citation. This includes, but is not limited to, copying and pasting from sources, paraphrasing without giving credit, submitting someone else's work as your own, and using unauthorized aids during examinations.

Examples of Plagiarism:

1. Copying and pasting text from a source without proper citation.
2. Paraphrasing without providing appropriate attribution.
3. Presenting someone else's ideas or research findings as your own.
4. Collaborating on assignments without proper acknowledgment.
5. Using unauthorized materials or aids during examinations.

Avoiding Plagiarism:

Students at Universal College of Healing Arts are expected to:

1. Clearly cite all sources used in assignments, papers, and projects.
2. Understand and apply proper citation styles as specified by instructors.
3. Seek guidance from instructors if uncertain about citation practices.
4. Maintain the distinction between their work and the work of others.

Consequences of Plagiarism:

Violations of the plagiarism policy will result in consequences that may include, but are not limited to:

1. Receiving a failing grade on the assignment.
2. Receiving a failing grade in the course.
3. Academic probation or suspension.
4. Disciplinary actions as per the college's code of conduct.

Reporting Plagiarism:

Faculty members and students are encouraged to report suspected cases of plagiarism to the College President. Evidence should be provided, such as the original source and the work in question.

Appeals Process:

Students have the right to appeal decisions related to plagiarism. The appeals process is outlined in the college's academic policies, and students should follow the established procedures for submitting an appeal.

Educational Initiatives:

Universal College of Healing Arts is committed to educating students about plagiarism prevention. This includes providing resources, workshops, and guidance on proper citation practices.

Conclusion:

Maintaining academic integrity is essential to the mission of Universal College of Healing Arts. This plagiarism policy serves to create a fair and ethical learning environment where students can grow, learn, and contribute to the collective body of knowledge with honesty and integrity.

AI-Assisted Paper Writing Policy

AI-Assisted Paper Writing Policy

Objective

The purpose of this policy is to provide guidelines for the responsible and ethical use of artificial intelligence (AI) tools in the process of writing academic papers at Universal College of Healing Arts.

Scope:

This policy applies to all students, faculty, and staff who engage in academic writing activities at the institution.

Definition:

For the purpose of this policy, AI tools refer to any software or applications that use machine learning algorithms to assist in generating or improving written content.

Guidelines

1. Disclosure and Transparency:

Students must disclose the use of AI tools in their papers, clearly indicating which portions were generated or enhanced with AI assistance.

Faculty members are encouraged to provide guidelines on how AI tools can be used, emphasizing transparency and honesty.

2. Educational Purpose:

AI tools should be used as educational aids to enhance writing skills, rather than as a substitute for independent thinking and original work.

The primary goal is to use AI as a tool to assist in the research and writing process, fostering a deeper understanding of the subject matter.

3. Understanding and Collaboration:

Students are expected to have a clear understanding of the content generated by AI tools and should be able to explain and defend their work during discussions or evaluations.

Collaborative efforts should involve human input and should not solely rely on AI-generated content.

4. Plagiarism and Attribution:

Proper citation and attribution must be given for any content generated by AI tools. Plagiarism, whether intentional or unintentional, is a violation of academic integrity.

Students and faculty should be aware of the potential pitfalls of unintentional plagiarism when using AI tools.

5. Quality Control:

AI-generated content should be critically evaluated for accuracy, relevance, and coherence by the student before submission.

Faculty members are encouraged to provide feedback on the integration of AI-generated content, guiding students to improve the overall quality of their work.

6. Security and Privacy:

Any AI tools used should comply with the institution's policies on data security and privacy.

Students should be cautious about sharing sensitive personal information or academic data with AI tools, ensuring the protection of their privacy.

7. Continuous Monitoring and Evaluation:

The institution will periodically review the impact and effectiveness of using AI tools in academic writing.

Adjustments to this policy may be made based on emerging technologies and best practices in the academic community.

Consequences of Violation:

Violations of this policy may result in academic penalties, including but not limited to, a lower grade on the assignment, course failure, or disciplinary action as per the institution's academic integrity policies.

Review:

This policy will be subject to periodic review and may be updated as necessary to reflect changes in technology, educational practices, and ethical standards.

Approval:

This policy is hereby approved and effective as of January 29, 2024. Any revisions or updates will be communicated to the relevant stakeholders.

Drug-Free College Statement

The Universal College of Healing Arts Inc., hereafter known as UCHA, complies with the Drug-Free Workplace Act of 1988 and provides for its employees and students a drug-free workplace. The president is authorized to make, promote, issue, rescind and amend reasonable rules, regulations, and procedures to carry out this policy and ensure compliance with the Drug-Free Act of 1988. Also, UCHA expects its members to comply with all federal, state, and local laws about the possession, use, manufacture, distribution, or dispensing of alcohol and drugs.

Drug-Free Workplace Program Rule

The purpose of this Rule is to implement the Drug-Free Workplace Policy and to comply with the requirements of the Drug-Free Workplace Act of 1988. The following definitions shall apply: "Controlled substance" means a controlled substance in schedules I through V of Section 202 of the Controlled Substances Act (21 U.S.C. 812), and as further defined by regulation at 21 CFR 1300.11 through 1300.15. "Conviction" means a finding of guilt (including a plea of nolo contendere) or imposition of sentence, or both, by any judicial body charged with the responsibility to determine violations of the Federal or State criminal drug statutes.

"Criminal drug statute" means a Federal or non-Federal criminal statute involving the manufacture, distribution, dispensing, use, or possession of any controlled substance. "Drug-Free workplace" means a site for the performance of work at which UCHA employees, including all staff, faculty, guest speakers, and students, are prohibited from engaging in unlawful,

manufacture, distribution, dispensing, possession, or use of a controlled substance. UCHA-owned or controlled premises, and any premises not owned or controlled by UCHA used by UCHA members in the functions of UCHA, are declared Drug-Free Workplaces. This would include externship sites and community service events where the UCHA member represents themselves as either UCHA student or employee/staff.

Standard of Conduct

Also, UCHA expects all its members to comply with all federal, state, and local laws about the possession, use, manufacture, distribution, or dispensing of alcohol and drugs.

Sanctions

Violations of the Drug-Free Policy and the Workplace Program Rule will result in discharge, expulsion, or other appropriate action according to UCHA's policies. As a condition of employment, each employee of the College agrees that they will abide by the terms of the above statement and will notify the President of any criminal drug statute conviction for a violation occurring in the workplace no later than five days after such conviction.

UCHA will take one of the following actions within 30 days of receiving notice of a criminal drug statute conviction for a violation in the workplace concerning any employee so convicted: Take appropriate personnel action against such an employee, up to and including discharge; or require such employee to participate satisfactorily in a drug abuse assistance or rehabilitation program approved for such purposes by a Federal, State, or local health, law enforcement, or other appropriate agency.

Drug and Alcohol Prevention Program

Violations of the Drug-Free Policy and the Workplace Program Rule will result in discharge, expulsion, or other appropriate action according to UCHA's policies. As a condition of employment, each employee of the College agrees that they will abide by the terms of the above statement and will notify the President of any criminal drug statute conviction for a violation occurring in the workplace no later than five days after such conviction.

UCHA will take one of the following actions within 30 days of receiving notice of a criminal drug statute conviction for a violation in the workplace concerning any employee so convicted: Take appropriate personnel action against such an employee, up to and including discharge; or require such employee to participate satisfactorily in a drug abuse assistance or rehabilitation program approved for such purposes by a Federal, State, or local health, law enforcement, or other appropriate agency.

The Effects of Drugs and Alcohol on Academic Life

“Alcohol use accounts for over 100,000 deaths per year in [the United States]. It contributes to over 50 percent of suicides, violent crimes, emergency room admissions, traffic accidents, substandard job performances, and industrial accidents, and 80 percent of domestic violence incidents.

- Drug and alcohol abuse is the leading cause of death for people between the ages of 15 and 24.
- 95% of all college campus violence is related to alcohol.
- 28% of all college dropouts are alcoholics, and 40% of all college students having academic problems abuse alcohol.

Substance use affects your entire body, including your brain, in a variety of ways. Judgment is often the first attribute to be involved. You may find it difficult to make the right decisions, make them quickly, or be realistic when you make them. Suddenly, it becomes much easier to wait until the last minute to cram for that exam or create that paper.

You may also find yourself having difficulty concentrating and paying attention, especially when you are in class or trying to study. Nutritional deficits can result from extended or heavy substance use. These deficiencies can affect your attention, concentration, and ability to get along with others and lead to memory loss and difficulty coping with everyday stressors. While substance abuse is a serious problem that can affect your academic, personal, and professional life very seriously, it is also a treatable problem. Many sources are available to provide you with the help you or a friend may need. Counseling and Psychological Services, Alcoholics Anonymous, Narcotics Anonymous, your local spiritual leader, or your family doctor can all provide you with the information needed to obtain the services that are best suited to your needs. “

Drug and Alcohol Policy

Administrative Responsibility

The President will inform its employees and students of the UCHA's policy on drug and alcohol abuse and the effects of abuse by providing: At the beginning of each semester, notification to each employee and student, in writing, standards of conduct; a description of appropriate sanctions for violation of federal, state, and local law and campus policy; and a description of available treatment programs. A sound method for distributing information on the UCHA policy on drug and alcohol abuse to every student and staff member each semester. This will be done in writing at each semester's initial (First Semester) or re-orientation (Second, Third, Fourth, and Fifth, Semesters). A biennial review on the effectiveness of its alcohol and other drugs information and sanction enforcement consistency. This will be addressed in the UCHA Program Effectiveness Plan or PEP. Maintain its biennial review material on file so that if requested to do so by the U.S. Department of Education, UCHA can demonstrate compliance disclosure information.

Sexual Harassment Policy Statement

The Universal College of Healing Arts is committed to providing a learning environment that is free from all forms of discrimination, including sexual harassment. The UCHA policy affirms Federal and State laws prohibiting discrimination based on age, race, color, religion, national origin, citizenship status, marital status, gender, and sexual orientation. All Staff, faculty, and Students must refrain from sexual harassment at the school or at school activities. No UCHA member should be subject to unsolicited or unwelcomed sexual overtures or conduct. It is the responsibility of all staff and faculty to make sure that the UCHA learning environment is free from sexual harassment.

All forms of discrimination and conduct which can be considered harassing, coercive or disruptive, or which create a hostile or offensive environment must be eliminated. Instances of sexual harassment must be investigated in a prompt and effective manner.

Examples of sexual harassment (but not limited to) are:

- Sexual innuendos
- Suggestive comments
- Insults, humor, and jokes about sex, anatomy, or gender-specific traits
- Sexual propositions
- Threats or repeated requests for dates
- Statements about other students of a sexual nature
- Suggestive or insulting sounds
- Obscene gestures
- Posters or signs of sexual nature
- Unwelcomed touching hugging or kissing
- Sexting

Sexual Assault Policy

The Universal College of Healing Arts is committed to providing a learning environment free from all forms of discrimination, including sexual harassment. The UCHA policy affirms Federal and State laws prohibiting discrimination based on age, race, color, religion, national origin, citizenship status, marital status, gender, and sexual orientation. All Staff, faculty, and Students must refrain from sexual harassment at the school or in school activities. No UCHA member should be subject to unsolicited or unwelcome sexual overtures or conduct. It is the responsibility of all staff and faculty to ensure that the UCHA learning environment is free from sexual harassment.

All forms of discrimination and conduct, which can be considered harassing, coercive, disruptive, or create a hostile or offensive environment, must be eliminated. Instances of sexual harassment must be investigated promptly and effectively.

The Universal College of Healing Arts does not tolerate sexual assault committed by any of our members (faculty, staff, regularly enrolled, and special students), or against any of our members, on or off-campus. Any party can be a victim or perpetrator of sexual assault, and, therefore, this policy is gender neutral. We respond to and investigate all reports of sexual assault and report assaults to local law enforcement when guided by the law to do so.

Staff and administrative and teaching faculty follow clear processes, both on-site in Omaha and on off-campus programs such as externship and community service when responding to a report of sexual assault. We also pursue sexual assault complaints even if they do not matter to law enforcement.

The College does its best to protect complainants from any possible retaliation stemming from their complaints.

We offer immediate help and also referrals to appropriate persons and organizations, often including but not limited to local police, hospitals, advocacy groups, and counseling and crisis centers. The YWCA is one program where referrals can be made to. The College supports education about sexual assault on campus, college campuses in general, and society. This is accomplished through an understanding of Sexual Assault.

Social Media Policy

Overview and Scope

"Social media" is a category of online media that supports people talking, participating, sharing, networking, and bookmarking online. Common social media platforms include but are not limited to online social networks such as Twitter, LinkedIn, and Facebook, blogs, podcasts, discussion forums, RSS feeds, and content-sharing sites such as Instagram, TikTok, and YouTube.

This policy aims to help students develop an online social media presence that is ethical and legal while maximizing the benefits of utilizing emerging social media technologies when communicating with fellow students, staff, and the public. This policy's scope extends to all students who engage in online conversations and share content using social media sites. It is the responsibility of each student to adhere to this policy.

Where inappropriate use of social media may constitute an offense under criminal law, a referral will be made to the appropriate authorities. Also, students in breach of the policy will be liable for disciplinary action under UCHA procedures. There are two sections to this policy: Section A extends to students' social media use, including personal use, where this use impacts the UCHA, staff members, other students, and the wider community. Section B outlines the additional responsibilities of students who use UCHA social media sites.

Section A: General Social Media Use

Acceptable Use:

- Students are personally accountable for any breach of the UCHA's Social media policy. Students should familiarize themselves with UCHA's Social Media Guide for students, which advice on several important issues, including protecting themselves online. Students' use of social media is subject to all current UCHA policies, including conduct Regulations for the UCHA's Computer Resources - Acceptable Use Policy and other security policies. Students wishing to complain about a potential breach of the UCHA's Social Media Policies may contact the director.

Posting Content to Social Media Sites:

- Students should presume that everything they post online will be public and permanent, regardless of the privacy settings they assume are applied. Students should be aware that social media content may quickly become available to the public, including the UCHAs, staff, and the media. That inappropriate use could result in disciplinary proceedings or damage their reputation and future career prospects.
- The college reserves the right to act on any information obtained from online sources if it indicates that a student is in breach of Conduct Regulations or other UCHA policies. Students should familiarize themselves with the terms and conditions of any social media site that they use and note that many companies that operate social media platforms specify that, by posting on their sites, the company is granted an irrevocable, perpetual, non-exclusive license to use and distribute content for any purpose, commercial, advertising or otherwise.

Section A: Posting Guidelines

Posting Guidelines

The following guidelines must be considered when posting content to any social media site for any purpose, whether the content is text, images, video, audio, or links to other sources:

- Students should respect others' dignity and privacy, consider how their online behavior may affect other users, and reflect on themselves and the UCHA.
- Students are free to discuss the University and their experiences as a student online. However, when using social media, students must not engage in misconduct or behavior that may bring the University into disrepute, as set out in the University's Conduct Regulations.
- Special care must always be taken when dealing with any content related to children and vulnerable adults. No content relating to children or vulnerable adults should be posted online without the relevant UCHA authority's express approval.
- Students should conduct themselves professionally to adhere to this policy and related policies when participating in a social media site as part of their studies and work placement.
- When undertaking a period of work placement, students should familiarize themselves and comply with their employer's social media policy in addition to the UCHA Social Media Policy for Students.
- Students who undertake paid duties as an employee of UCHA must also comply with the Social Media Policy.
- In particular, students must not use social media for any of the following under any circumstances:
 - To post inappropriate, discriminatory, or defamatory comments, including comments about other students, staff, or work placement employers or clients.
 - To bully, harass, or intimidate other students, staff, or members of the public.
 - To post threatening, obscene, or profane comments.
 - To express or support sexist, racist, sectarian, or homophobic views.
 - To express support for illegal activities or organizations.
 - To disseminate misleading information.
 - To share confidential or sensitive information.
 - To view or distribute sexually explicit or offensive content.
 - To infringe or violate someone else's rights.
 - To post personally identifiable information that could be used to locate any individual without that person's permission.
 - To post content that could create a security risk for the University, its staff, or students in any way which may be unlawful.

Section B: Use of Universal College of Healing Arts Affiliated Social Media Sites

Social Media Site Creation

A UCHA-affiliated social media site is defined as any site that could reasonably be perceived as associated with or representative of UCHAs. This includes websites and social media sites that could be perceived as being associated with UCHAs by their content or look.

If you are in any doubt as to whether your site could be reasonably perceived as being affiliated with the UCHA, you should seek advice before proceeding.

UCHA reserves the right to monitor any social media sites that affiliate themselves with the University and, where necessary, to request the removal of sites that reflect negatively on UCHA or the removal of content that infringes on the UCHA's copyright or implies an unauthorized association, e.g., references to Universal College of Healing Arts or UCHA, the UCHA logo, and related imagery.

On-Campus Smoke and Tobacco-Use

1. Smoking and the use of other Tobacco Products or Smoking Instruments are prohibited within a one-block radius of the UCHA Campus and internship sites, both indoors and outdoors, at all times.
2. The sale, distribution, and/or advertisement of any Tobacco Product or Smoking Instrument is prohibited on the UCHA Campus and in UCHA publications.
3. Responsibility for complying with the policy rests with the individual. If someone is observed in violation of the policy they will be asked to dispose of smoking or tobacco product.
4. The Universal College of Healing Arts reserves the right to modify, amend, or terminate this policy, in part or in whole, at any time.

Use of Perfumes

Students are to refrain from using any perfumes during on-site or intern/externship activities. Student attire is to be modest during class activity and professional and modest during the internship.

Client Confidentiality

Client confidentiality must be upheld outside the clinic setting by the student. All students must refrain from personal relationships with clients. No student is to give their personal information to any client.

Scope and Authority

Students must follow all laws related to professional conduct defined by the State of Nebraska Regulations 172 NAC 81.

Piercings or Tattoos

No new piercings or tattoos will be obtained by an enrolled student. Students may be accepted with either but just not receive any new piercings or tattoos during their enrollment at UCHA. This is due to the risk of hepatitis and the inability to receive bodywork during the healing process.

Proper Representation

Proper representation of self must be maintained during the student's presence on the Internet or in their personal life.

- Students must demonstrate good moral character in all areas of their life.
- Students will demonstrate respect to their cohorts, staff, faculty, guest speakers, and clients.
- Falsifying any representation of self, either on the UCHA application for admissions, or plagiarism of any classroom work, can result in termination from the UCHA program or an 'F' in an individual course.

Internship Policies

All Internship policies must be followed. More specific procedures and policies will be given to the student at the onset of their internship.

Hand Care

Hand care and appropriate nail length must be maintained by the student. Students must be committed to their own wellness in order to perform successfully in their bodywork.

Campus Security and Crime Awareness

UCHA maintains a safe and secure environment for its students, staff, and visitors. Safety and security require that everyone on campus be alert, aware, and responsible. The Omaha Police Department provides police services to the UCHA campus.

Student Right-To-Know and Campus Security Act

The UCHA is committed to making the campus as safe as possible for students, employees, and visitors. The safety officer exists to inform, educate, and make individuals aware of personal safety and others' safety. Students are encouraged to promptly and accurately report all criminal and emergency actions to the campus safety officer. Those actions requiring further reporting should also be reported to the appropriate law enforcement agency. The college will assist as needed to accomplish this task. Under the safety officer's auspices, quarterly crime reports are compiled and available for both students and employees. These reports are intended to inform individuals about the current criminal experience and educate individuals regarding crime prevention.

The police department also recommends and conducts programs designed to inform students and employees about campus security procedures and practices that encourage individuals to be responsible for their own security and others' safety. In compliance with the Student Right-to-Know and Campus Security Act of 1990 (Public Law 101-542), it is the Universal College of Healing Arts policy to make available its campus crime statistics and the Annual Security Report.

Emergency Services-911

The Omaha Police Department should be contacted without delay by calling or texting 911 regarding any emergencies such as crimes in progress, medical aid, or any incident requiring immediate police or security response.

Firearms on Campus

The Universal College of Healing Arts policy is that no one is permitted to carry a firearm on the grounds or in a Cottage building. For this paragraph, "firearm" shall mean any pistol, revolver, rifle, or smoothbore arm from which a shot, bullet, or pellet can be discharged.

This policy does not apply to any official law enforcement personnel. UCHA employees, staff, therapists, instructors, and students must report any suspected violation of this Policy/Law to the UCHA Executive Director/President and Law Enforcement.

Emergency Preparedness Plan Overview

The Universal College of Healing Arts (UCHA) has established this Emergency Preparedness Plan to provide students, faculty, employees, and clients with information about UCHA's Timely Warning Alert, Emergency Notification, and Emergency Response Plan (including evacuation procedures), and to provide other general safety guidelines. This plan's information will help everyone determine their best response to particular emergencies, whether on, adjacent to, or near the UCHA campus. Every emergency is unique. UCHA Community members assume responsibility for their own individual safety and security and use their own best personal judgment to decide their actions.

UCHA's Emergency Preparedness Plan incorporates generally accepted and recognized best practices of public safety standards. It complies with the Jeanne Clery Disclosure of Campus Security Policy and Campus Crime Statistics Act, 20 U.S.C. § 1092(f) ("Clery Act"). The term "campus" used in this document includes the UCHA building at 8702 North 30th Street and its adjacent land and city sidewalk areas.

The Clery Act requires colleges to timely notify their students and employees whenever there is a violent crime or crimes against persons or threats to persons or to property occurring on campus that is ongoing or continuing and which may result in a threat to the health or safety of students or employees ("Timely. Warning Alert"). Issuance of a Timely Warning Alert is intended to aid in the prevention of similar crimes and to enable everyone to take personal actions to minimize their risk of falling victim to the same crime or crimes.

A copy of the EPP plan can be found on our website at ucha.edu.

Creating a Collegiate Environment in the Classroom

Creating an environment conducive to learning is the cornerstone of offering a good education. Every person at UCHA is responsible for helping to maintain this environment, for students. Simple rules of courtesy and civility apply:

- **Respect for the Instructor:** This concept means arriving for class on time, not leaving early, bringing appropriate materials, not speaking with other students while the instructor is speaking, not bringing food or drink to the classroom, and not being loud boisterous, or argumentative.
- **Respect for Other Students:** This concept means not interfering with the rights of others to listen and participate, not being disrespectful, and not using inappropriate language or harassing others in any way.
- **Academic Honesty:** Lack of honesty in the classroom is a severe offense. Any form of cheating on tests, turning in work that is not one's own, talking during tests, furnishing false information to instructors, or knowingly misrepresenting oneself to the college is grounds for disciplinary action. The consequences of cheating are severe and may include the possibility of expulsion.
- **Instructor's Rights:** An instructor has the right to remove a student from class when the instructor considers the student's actions to be interfering with a proper collegiate environment. The instructor may also refer the incident to the college President for disciplinary action as warranted.
- **Student's Rights:** All students have the right to due process. Students should discuss the course instructor's issues during the instructor's office hours if a classroom conflict occurs. Additional resources for resolving conflicts should be addressed with the college President.

Civil Rights Compliance Statement

The Universal College of Healing Arts does not discriminate in its admissions, educational programs, activities, or employment policies on any basis, including but not limited to race, religious creed, color, national origin, ancestry, gender, sexual orientation, age, disability, marital status, medical condition, mental or physical disability including HIV and AIDS, other protected classes, status as a Vietnam- era veteran, or obligations to the National Guard or reserve forces of the United States.

Universal College of Healing Arts is subject to Title VI and VII of the Civil Rights Act of 1964, Title IX of the Educational Amendments Act of 1972, the Rehabilitation Act of 1973 sections 503 and 504, the Age Discrimination Act of 1975, and the Americans with Disabilities Act of 1990.

Rehabilitation Act of 1973

Materials in Alternative Format Section 508 of the Rehabilitation Act of 1973, as amended by Congress in 1998, requires agencies receiving federal funds to make their electronic and information technology (EIT) accessible to people with disabilities. In compliance, the Universal College of Healing Arts provides its catalog, instructional materials, and other college publications in alternative formats. Any individual who requires special assistance and would like materials in an alternative format should contact Student Support Services at 402-556-4456.

Section 504, The Rehabilitation Act of 1973

In compliance with Section 504 of the Rehabilitation Act of 1973, the college has developed Disabled Student Services. Offices are located on campus at the front desk. Individuals needing information about services for students with disabilities should contact this office at 402-556-4456. Questions or complaints of unlawful discrimination should be directed to the UCHA compliance officer, 8702 North 31st Street, Omaha, NE 68112, or 402-556-4456 ext. 2.

Americans with Disabilities Act of 1990

Americans with Disabilities Act of 1990 prohibits discrimination against people with disabilities. This prohibition applies to employment public services, including public and private transportation, public accommodations, and telecommunications services.

The ADA Amendments Act (ADAAA) was enacted on September 25, 2008, and became effective on January 1, 2009.

The law made several significant changes to the definition of “disability” under the ADA. It also directed the U.S. Equal Employment Opportunity Commission (EEOC) to amend its ADA regulations to reflect the changes made by the ADAAA.

Support services for students with disabilities are provided through the Director of Student Support Services. Individuals needing information about services for students with disabilities should contact this office at 402-556-4456.

Title IX. Prohibiting Sex Discrimination in Education

The Universal College of Healing Arts is committed to supporting all regulations under Title IX. "No person in the United States shall, based on sex, be excluded from participation in, be denied the benefits of, or be subjected to discrimination under any education program or activity receiving federal financial assistance." Questions or discrimination complaints should be directed to the Title IX Coordinator at 402-556-4456 or email paulettegention@uch.edu

Financial Aid

Financial aid is intended to help students who might not otherwise be able to attend college. UCHA administers a comprehensive student financial aid program to assist students in meeting college costs. The amount of financial aid awarded varies from student to student, depending on the individual's needs and resources. Although the primary responsibility for meeting college costs rests with the student and their family, the college recognizes that many families have limited resources and cannot meet the cost of a college education. Federal and state financial aid programs have been established to assist students with documented financial needs.

Awards are initially offered based on full-time enrollment. The number of units in which students enroll may impact the amount of financial aid received for the various aid programs.

If a student wishes to appeal the decision of their Award Letter, UCHA will supply a Professional Judgement Form to be filled out by the student. The student must include documentation showing the change or situation on the basis of their appeal. UCHA will then send the completed form to their Third-Party Server for consideration.

Assistance Programs

Federal Pell Grants:

- Pell grants are a federally funded program designed to be the foundation of financial aid for undergraduates who demonstrate need. The amount of the Pell Grant is based on the cost of attendance minus the expected calculated family contribution and the student's enrollment status at the time of payment. Award amounts vary according to eligibility and enrollment. Pell Grants are limited to 6 years or 12 full-time semester enrollments.

Education Quest Foundation:

- Education Quest Foundation is a nonprofit organization with a mission to improve access to higher education in Nebraska. Education Quest provides free college planning services, need-based scholarship programs, college access grants for high schools, college access resources for middle schools, and community agencies' outreach services. For advice on student assistance, call 402-391-4033 or <http://www.educationquest.org>

Further Assistance:

- Applications can also be made for assistance through some Workforce Development or Vocational Rehabilitation Programs and Veterans Assistance Programs. The Department of Veterans Affairs may pay monthly educational allowances to qualified students to help defray the cost of tuition and living expenses. Students are responsible for their tuition payments under these programs, not the Department of Veterans Affairs.

UCHA will not impose any penalty, including:

- The assessment of late fees.
- The denial of access to classes.
- Libraries or their institutional facilities, and,
- The requirement that a Chapter 31 or Chapter 33 recipient borrow additional funds to cover the individual's inability to meet their financial obligations to the institution due to the delayed disbursement of payment by the U.S. Department of Veterans Affairs or the Federal Department of Education.

Return of Title IV Funds Policy

The Financial Aid Office is required by federal statute to recalculate federal financial aid eligibility for students who withdraw, drop out, or are dismissed. Before completing 60% of a payment period or term, the federal Title IV financial aid programs must be recalculated in these situations. UCHA will use the date of complete withdrawal or drop to determine the amount of federal aid that is "earned" based on the amount of time the student was enrolled. If a student leaves the institution before completing 60% of a payment period or term, the financial aid office recalculates eligibility for Title IV funds. Recalculation is based on the percentage of earned aid using the following Federal Return of Title IV funds formula: Percentage of the payment period or term completed = the number of days completed up to the withdrawal date divided by the total days in the payment period or term. (Any break of five days or more is not counted as part of the term's days.)

This percentage is also the percentage of earned aid. UCHA will add the number of days from the student's start date to the student's last day of attendance. Because the program is hybrid, UCHA averages 20 hours each week of class time until the final week or the last day of attendance. Students will be notified in writing and with a phone call. An example of Title IV Funds return calculation would be if Student X starts a program on January 1 and withdraws from the program on January 31, and their last day of attendance is on January 31, one would take 31 days and divided by the number of days of the semester which is 112. This would add to 27% of the program being taken, requiring 73% of the monies to be returned to Title IV.

Title IV Refund Process

Funds are returned to the appropriate federal program based on the percentage of unearned aid using the following formula: Aid to be returned= (100% of the aid that could be disbursed minus the percentage of earned aid) multiplied by the total amount of aid that could have been disbursed during the payment period or term.

If a student earned less aid than was disbursed, the institution would be required to return a portion of the funds, and the student would be required to return a portion of the funds. Keep in mind that when Title IV funds are returned, the student borrower may owe a debit balance to the institution.

If a student earned more aid than was disbursed to them, the institution would owe the student a post-withdrawal disbursement, which must be paid within 180 days of the student's withdrawal. The institution must return the amount of Title IV funds for which it is responsible no later than 45 days after the date of determining the date of the student's withdrawal.

Refund Allocation

Refunds are allocated in the following order:

- Unsubsidized Direct Stafford Loans.
- Subsidized Direct Stafford Loans.
- Direct PLUS Loans.
- Federal Pell Grants for which a Return of funds is required.
- All other Federal Grants for which a Return of funds is required.

Students will be notified by letter and phone call on all matters related to returns of Title IV Funds. The order in which Title IV program funds must be returned is 1. Unsubsidized Direct Loans (other than Direct PLUS loans), 2. Subsidized Direct Loans, Direct PLUS Loans, 3. Federal Pell Grants for which a return of Title IV funds is required, 4. FSEOG for which a return of Title IV funds is required, 5. Iraq and Afghanistan Service Grant, for which a return of Title IV funds is required.

Withdrawals

UCHA will use the date of complete withdrawal or drop to determine the amount of federal aid “earned” based on the amount of time the student was enrolled. Suppose a student does not officially withdraw from all classes but fails to earn a passing grade in at least one course. In that case, federal aid regulations require that we assume the student has “unofficially withdrawn” unless documented that they completed the enrollment period. Unofficial withdrawals require a Title IV refund calculation at the midpoint of the enrollment period. The reduction of federal aid may create a balance due to UCHA that must be repaid.

Reinstatement

Students dismissed for academic/other reasons may submit a new application form and application fee, and they will be reviewed on a case-by-case basis. If Federal Financial Aid were used in the previous enrollment, the student would not be eligible for Federal Financial Aid on readmission.

Veteran and Eligible Person Addendum

Standards of Progress Policy

A veteran and/or eligible person must make satisfactory progress toward an approved educational objective leading to employment. Veteran and/or eligible person's Standard of Progress will be determined utilizing the Satisfactory Academic Progress Policy as listed in the college catalog consisting of overall grade point average, pace, program length, the maximum time for completion, attendance, and/or conduct.

Veterans Benefits and Transition Act of 2018

For Veteran Students Utilizing VA GI Bill® Education Benefits

Consistent with the Veterans Benefits and Transition Act of 2018, Section 3679 of title 38, United States Code, Section 103, Universal College of Healing Arts will not impose any penalties due to the delayed disbursement of payment by the U.S. Department of Veteran Affairs on recipients of Chapter 31 and Chapter 33 VA Benefits. Universal College of Healing Arts will permit any covered individual to attend or participate in the course of education during the period beginning on the date on which the individual provides Universal College of Healing Arts a certificate of eligibility for entitlement to educational assistance under chapter 31 or 33, and ending on the earlier of the following dates: 1) The date on which payment from the VA is made to the institution or 2) 90 days after the date the institution certified tuition and fees following the receipt of the COE (Certificate of Eligibility).

Additionally, Universal College of Healing Arts will not require that a covered individual borrow additional funds, on any covered individual because of the individual's inability to meet his or her financial obligations to Universal College of Healing Arts due to the delayed disbursement of funding from the Department of Veterans Affairs under chapter 31 or 33. A Covered Individual is any individual who is entitled to educational assistance under chapter 31, Vocational Rehabilitation, or chapter 33, Post 9/11 GI Bill® benefits, and has been verified by the school certifying official as benefit eligible. This requirement is limited to the portion of funds paid by the VA.

G.I. Bill®

Qualification for a G.I. Bill® is determined by the Department of Veteran Affairs.

Students and prospective students may go to the VSO for assistance in completing the Application for VA Education Benefits.

After a student has applied for a G.I. Bill® and enrolled in appropriate courses, they must complete a Request for Certification of Benefits from student services per federal regulations, only required courses for a declared major can be certified by the institution. For additional information/ clarification, please contact the VSO. The G.I. Bill® is a registered trademark of the U.S. Department of Veterans Affairs (VA).

"GI Bill®" is a registered trademark of the U.S. Department of Veterans Affairs (VA). More information about education benefits offered by VA is available at the official U.S. government website at www.benefits.va.gov/gibill.

Military LOA

Universal College of Healing Arts will:

Allow enrolled members of the Armed Forces, including reserve components and National Guard, to be readmitted if such members are temporarily unavailable or must suspend enrollment by reason of serving in the Armed Forces and will accommodate short absences for such services in the Armed Forces

Principles of Excellence

Consistent with the Principles of Excellence Program, UCHA will outline all cost covered by a student's VA benefits, any financial aid the student is qualified for, the expected student-loan debt after graduation and possibly other information to refer the student to compare aid packages at different schools.

SCO

For Academic Counseling, Financial Counseling, Disability Counseling, or other information regarding completing a course of education at the Universal College of Healing Arts contact the SCO (School Certifying Officer): Paulette Genthon at 402-556-4456 ext. 2 paulettegenthon@ucha.edu OR Patty Eden, Director of Financial Aid at 402-556-4456 ext.4 pattyeden@ucha.edu

GI Bill® Comparison Tool

Learn about and compare your GI Bill benefits at approved schools, employers, and VET TEC providers.

[Click Here](#)

Student Tuition Recovery Fund Disclosures

“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 non collection 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.”

Placement Assistance

Through many of the courses, students will have several opportunities to "network" with current practitioners in various ways: site visits, guest presenters, mentoring opportunities, externship experiences, etc. These contacts will help students pursue career possibilities even before they graduate. Graduates inform the school about business opportunities that interest them, and the school tells them about business opportunities in their area of interest.

Our Alumni receive periodic mailings from Student Services. UCHA is often advised of job opportunities within and outside the community. The openings are posted online for those who have graduated from UCHA only.

One of the Student Services Director's primary functions is to be available as the contact person for job opportunities and advise the students and graduates accordingly. While completing the UCHA program does not guarantee job placement, the College and its faculty will maintain a community presence and comprise a list of positions and employers for its graduates. It's interesting that many UCHA learners who participate in the community/externship program maintain that position after graduation.

This is a unique opportunity where the student can develop a site in their community to provide massage therapy. Many students have created such opportunities at spas, chiropractic offices, hospitals, medical doctor offices, nursing homes, and massage therapy clinics.

Continuing Education

UCHA offers Continuing Education Units for alumni. These workshop units are not part of the ABHES-accredited curriculum. Programs are provided at intervals, and alumni are kept informed through mailings and postings at ucha.edu. Additional information and photos can be found on the Universal College of Healing Arts Facebook page and continue-ed.com.

While topics vary, most fall into these categories:

- Bodywork Techniques (Myofascial Release, Cranial-Sacral, Sports Massage, Comfort Touch, Tui Na Massage, Clinical Massage, Fascial Alignment)
- Massage Support workshops that enhance massage treatments (Herbology, Nutrition, Cupping & Gua Sha)
- Special Populations (Children, Cancer, Athletes, and Ethics Professionalism, Pregnancy, Infant, Athletes, and Ethics Professionalism)

Class Auditing

We welcome the graduate who is preparing to take the MBLEx or desires to review a given subject. UCHA offers the graduate the opportunity to return to the classroom and audit classes previously taken at no cost.

It is the college's goal to successfully help its students meet their desired destination in massage therapy.

Library

Our library has a vast resource of valuable information, and the learner is encouraged to take advantage of this resource and is open during regular business hours.

Students can:

- Borrow DVDs, CDs, textbooks for their classes, or books for research or leisure reading.
- Read magazines, journals, and newspapers.
- Borrow Laptops and VR equipment.

The library provides access to reliable information for research and other valuable resources such as magazines, journals, newspapers, and trade publications.

Technology Help Desk

The Student Technology Help Desk supports all UCHA students in accessing and successfully using UCHA's technology. The STHD is staffed with knowledgeable and friendly Educational Technologists to provide peer guidance to all students. The STHD is available to support students via phone, email, and in person.

All assistance provided is free for enrolled students.

Phone: 402-556-4456 ext. 5.

Support and Advising

Support Services provides support and advising to the UCHA learner. Student Services offer a list of tutors for students having academic challenges. Students may hire these tutors anytime at their own expense. The Student Support Service Director is available to answer questions and assist the student learner with these resources. Student Services is also responsible for coordinating placement services.

Faculty



Paulette Genthon, M.A.Ed., LMT Full-Time

Paulette Genthon serves as President and Executive Director of the Universal College of Healing Arts (UCHA). Founded in 1995, the College is located in Omaha’s historic Florence District. Paulette has been in massage therapy for 45 years and in health education for over 50 years. After designing massage therapy programs for other schools, she saw an explicit need to form a non-profit organization to serve the community’s educational needs. She has a Masters’s in Adult Education from National-Louis University and a Bachelor of Science Teaching Degree in Health Education from The University of Nebraska. Paulette has taught at the university, secondary, and massage therapy vocational settings. She has experience in both Vocational and Personal Effectiveness Counseling. For over the past decade, she has pioneered at UCHA to design and implement blended online components. She has a distinguished Online Teaching and Learning Certificate from California State University. Paulette specializes in massage for persons with special needs. Her position at UCHA includes managing all aspects of the school and mentoring the staff and students as they grow in their confidence and skills. Paulette shares, “Learning, thought, creativity, and intelligence are not processes of the brain alone, but of the whole body. There is a combination of intellect, emotion, spirit, and body in the learning process. Students focus on their hearts and listen to their intuitive qualities. They learn from the touch. They change. They become healthier and more self-aware. They start taking charge of their lives.”

**Rev. J. Maya Ravensong-Lawrence LMT,
Instructor Part-Time**

Rev. J. Maya Ravensong-Lawrence is a multifaceted practitioner in Iowa and Nebraska. With a journey that commenced in 1991 through Northern Tradition Shamanic practices, she was ordained in 1997. From 1996 to 2009, she dedicated herself to intensive learning, focusing on sacred dance, aromatherapy, shadow work, natural world attunement, henna body art, crystals, and energy work. This immersive experience became the foundation for her teaching endeavors. Graduating from UCHA in 2010, she introduced BodyArt Therapy and authored "BodyArt Therapy" in 2013. As an accomplished ritual facilitator and educator, she's conducted workshops, CE classes, and healing, ancestral, and shadow work rituals for decades. In 2015, after obtaining her Associate Degree in massage, she founded Serenity Massage & Energywork Day Spa, now the largest in Council Bluffs, known for innovative treatments and a client-centered approach.

**John Mayo, AAGS, MT Director of Educational Technologies, Education Assistant
Full-Time**

John, a seasoned business professional with years of experience in social media marketing, website design, and marketing. As a firm believer in proven business principles, skills, and ethics, John has been a chief motivator for students at UCHA. His guidance and mentorship have helped aspiring future entrepreneurs in the massage therapy program build their self-confidence and bring their unique vision and qualities to the forefront. A proud alumnus of UCHA himself. He is passionate about promoting the discovery and implementation of effective marketing strategies and website design to help businesses succeed.

Patty Eden, MT, Director of Financial Aid

Patty has pursued studies in Business Management and has been a successful business entrepreneur for many years. She assisted in the early development of UCHA. She is a certified massage therapist, reflexologist, and cosmetologist, and is respected for her healing energy work. She is committed to bringing wellness and massage therapy to all populations. Patty received her massage therapy diploma at the Universal College of Healing Arts in 1995.

Corey Nevels, MS, Educational Consultant/Instructor Part-Time

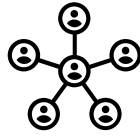
For the past 30 years, Corey has provided various services (e.g., crisis intervention, counseling, case management, etc.) to children and adolescents. He has worked in the fields of mental health, education, and juvenile justice. He holds a master's degree in School Psychology from Howard University. He currently works as an Educational Consultant. His interest and focus as a consultant revolves around the relationship between pedagogy, ethos, and worldview.

Kashmir Lueckenotto BS, LMT, CPT, Part-Time

Kashmir is a graduate of the University of Nebraska Omaha with a Bachelor's degree in Exercise Science. While at UNO she gained experience working with older adults and has a minor in gerontology. She holds a personal trainer certification through the American College of Sports Medicine and is a certified medical exercise specialist through the American Council on Exercise. Kashmir is also a graduate of the Universal College of Healing Arts and is a licensed massage therapist. She owns her own massage business where she has had the opportunity to work with many modalities of massage, including Swedish, sports massage, and chair massage, among others. Enhancing her experience as a personal trainer and massage therapist Kashmir has completed regular continuing education to stay current on new developments in the fields and has specific training in working with older adults, high blood pressure, Parkinson's, arthritis, and post stroke.

Charles Gresham AAS, CPHW, LMT, Instructor, Part-Time

Charles attended the Universal College of Healing Arts (UCHA) for his massage diploma and associate degree. Charles continued his studies at UCHA and completed the Hellerwork Structural Integration Practitioner Training Program. Charles is a firm believer in learning and has taken numerous continuing education courses such as Smart Muscle Release, numerous movement classes, Cancer and Massage education, and is certified in Lymphatic Drainage. Charles has worked with Olympic Swimmers, and College World Series players and works with athletes from Creighton University. Charles has been a bodyworker since 2016 and has his own practice in Omaha, Nebraska.



College Organization

Board Sole Director

President

- Paulette Genthon MAEd LMT
-

Ownership

The UCHA is owned by the Universal College of Healing Arts, Inc., whose sole shareholder is Paulette Genthon. Paulette Genthon is the Sole Board of Directors.

Community Advisory Board Members

- Hon. Tom Harmon
 - Corey Nevels MS
 - Dr. Doug Wagner Ph.D.
 - Patty Grant-Eden LC, MT
 - Jake Schultz CHW
 - Jane Franklin M.E.D
 - Rev. Ervin McSwain
 - Sharon K. Eden MS
 - Troy Davis, LMT
 - Karri Waller, LMT
 - Janet Hagerbaumer, LMT, CHP
-

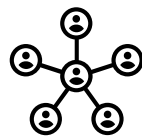
Medical Advisor: Dr. Mark Goodman MD

Director of Financial Aid: Patty Eden MT, Cert Reflexologist

Director of Student Services: Paulette Genthon MAEd LMT

Director of Educational Technologies: John Mayo AGGS, MT

Library Consultant: Rose Barcal MS



College Organization

Instructors

Massage Therapy Diploma Program

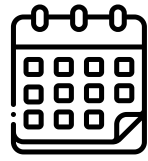
- Paulette Genthon MAdED LMT
- Kashmir Lueckenotto BS, LMT, CPT
- Julia Watson LMT
- John Mayo AAGS, MT

Associate of Applied Science Degree

- Paulette Genthon MAdED, LMT
- Corey Nevels MS

Consultants

- Patty Eden MT
- Corey Nevels MS
- Rose Barcal MS
- Dr. Mark Goodman
- Dr. Doug Wagner



Program Schedules

For the most updated program schedule can be viewed at ucla.edu

UCHA

Trust The Process

