

PACIFIC COLLEGE
of HEALTH AND SCIENCE

2026/2027

ACADEMIC CATALOG

2026-27 Pacific College
Academic Catalog Addendum

PACIFIC COLLEGE
of HEALTH AND SCIENCE

REVISED 11.16.26

- P 4: Updated program name to Transitional (Completion) Doctor of Acupuncture (T-DAc).
- P 4: Updated program name to Transitional (Completion) Doctor of Acupuncture with a Chinese Herbal Medicine Specialization (T-DAcCHM).
- P 8: Updated Institutional Finance Status.
- P 16: Updated program name to Transitional (Completion) Doctor of Acupuncture (T-DAc) and Transitional (Completion) Doctor of Acupuncture with a Chinese Herbal Medicine Specialization (T-DAcCHM).
- P 17: Updated program names to T-DAc/T-DAcCHM (Completion).
- P 18: Updated program names to T-DAc/T-DAcCHM (Completion).
- P 19: Updated program names to T-DAc/T-DAcCHM (Completion).
- P 21: Updated program names to T-DAc/T-DAcCHM (Completion).
- P 22: Added New York to locations.
- P 23: Updated program names to T-DAc/T-DAcCHM (Completion).
- P 23: Added New York to locations.
- P 24: Updated program names to T-DAc/T-DAcCHM (Completion).
- P 24: Added New York to location.
- P 25: Added New York to location.
- P 26: Added New York to location.
- P 27: Added New York to location.
- P 28: Added New York to location.
- P 29: Added New York to location.
- P 30: Added New York to location.
- P 31: Added New York to location.
- P 26: Added New York to locations.
- P 32: Added San Diego to location.
- P 141: Updated program names to Transitional Doctorate Completion.
- P 146: Updated program names to Transitional (Completion) Doctor of Acupuncture (T-DAc) and Transitional (Completion) Doctor of Acupuncture with a Chinese Herbal Medicine Specialization (T-DAcCHM).
- P 146: Updated program name to Transitional Doctorate Completion.
- P 154: Updated program names to Transitional (Completion) Doctor of Acupuncture (T-DAc) and Transitional (Completion) Doctor of Acupuncture with a Chinese Herbal Medicine Specialization (T-DAcCHM).
- P 164: Graduation Requirements updated.
- P 164: Updated program names to Transitional (Completion) Doctor of Acupuncture (T-DAc) and Transitional (Completion) Doctor of Acupuncture with a Chinese Herbal Medicine Specialization (T-DAcCHM).
- P 165: Updated program names to Transitional (Completion) Doctor of Acupuncture and Transitional (Completion) Doctor of Acupuncture with a Chinese Herbal Medicine Specialization.
- P 166: Updated program names to Transitional (Completion) Doctor of Acupuncture and Transitional (Completion) Doctor of Acupuncture with a Chinese Herbal Medicine Specialization.
- P 167: Updated Comprehensive Examination Completion Requirements.
- P 168: Updated Student Status.
- P 191: Updated program name to transitional doctoral degree completion program.
- P 201: Added Doctor of Acupuncture with Chinese Herbal Medicine Specialization DAcCHM) Tuition and Fees.
- P 221: Updated program names to Transitional (Completion) Doctor of Acupuncture (T-DAc)
- and Transitional (Completion) Doctor of Acupuncture with a Chinese Herbal Medicine Specialization (T-DAcCHM).

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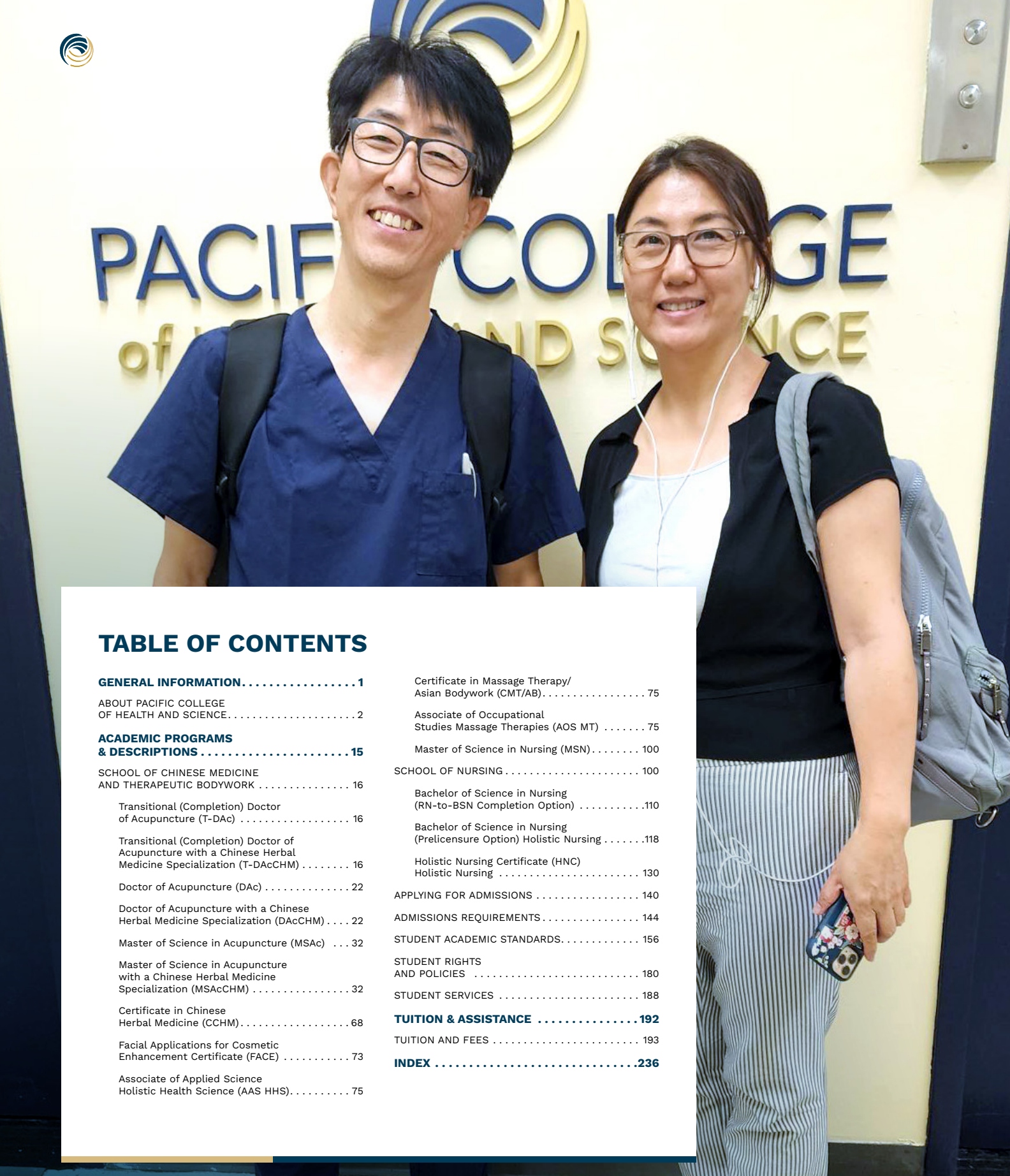
- P 228: Updated Official Withdrawal: Informing the Administration of Cancellation or Withdrawal.
- P 228: Updated Unofficial Withdrawal.
- P 228: Updated Withdrawal – Refund Policy.
- P 231: Updated program names to T-DAc/T-DAcCHM (Completion).

REVISED 10.13.26

- P 8: Student Location and Relocation Policy added.
- P 14: Board of Trustees/Administrative Staff updated.
- P 141: Notification of Decision updated.
- P142: Conditional Acceptance added.
- P150: Bachelor of Science in Nursing (Prelicensure Option) updated.
- P 160: Repeated Courses/Forgiveness Policy updated.
- P 160: Exception – NR425 updated.
- P 174: Disqualification updated.
- P 187: Complaint Process for Out-of-State Students in SARA Member States and Territories updated.

REVISED 09.17.26

- P 22: DAcCHM Full-Time Model Curriculum, San Diego and Chicago page heading updated.
- P 25: DAc Full-Time Model Curriculum, Chicago page heading updated.
- P 26: DAc Full-Time Model Curriculum, Chicago page heading updated.
- P 27: DAc Full-Time Model Curriculum, Chicago page heading updated.
- P 28: DAcCHM Full-Time Model Curriculum, San Diego and Chicago page heading updated.
- P 29: DAcCHM Full-Time Model Curriculum, San Diego and Chicago page heading and table updated.
- P 30: DAcCHM Full-Time Model Curriculum, San Diego and Chicago page heading updated.
- P 31: DAcCHM Full-Time Model Curriculum, San Diego and Chicago page heading and table updated.
- P 66: Table updated.
- P 68: Certificate in Chinese Herbal Medicine (CCHM) for Licensed Acupuncturists location updated.



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Pacific College of Health and Science reserves the right to change the terms and conditions outlined in this catalog at any time without notice. Information updated after the publication date of November 16, 2026, including additions and amendments, is available by visiting the College Catalog webpage at www.pacificcollege.edu/current/college-catalog.

The academic catalog is updated each Fall term or as needed. It is the responsibility of applicants and students to check for updates and adhere to the policies within. The most recent catalog published online supersedes all previously published editions as well as any other published program information and is in effect until a subsequent catalog is published. Information contained herein is effective November 16, 2026.

Program and program option availability varies by state and/or location. Pacific College of Health and Science reserves the right to update information as it becomes available. Information is current at the time of publication.

GENERAL INFORMATION



ABOUT PACIFIC COLLEGE OF HEALTH AND SCIENCE



MISSION

Pacific College of Health and Science improves lives by educating and inspiring compassionate, skilled leaders of traditional medicine and integrative health sciences.

CORE VALUE STATEMENT AND CORE VALUES

All members of the Pacific College of Health and Science community embody the intention of improving lives exponentially by supporting health and wellbeing through our daily actions. We lead by example and by practicing the values of:

- Integrity
- Mindfulness
- Compassion
- Critical Thinking
- Collaboration
- Education

VISION

Pacific College of Health and Science is the recognized leader in delivering traditional medicine and integrative health science education to practitioners and the public. Pacific College of Health and Science is a catalyst for the adoption and expansion of traditional medicine and integrative health science principles, practices, and research, empowering individuals to gain and maintain health and enjoy life. Pacific College of Health and Science is contributing to the transformation of the structure and economics of healthcare by bringing education and integrative health science to where people live, learn, and play.

EDUCATIONAL PHILOSOPHY

Pacific College of Health and Science offers an innovative learning environment that blends Chinese medicine, massage, and integrative medicine to prepare students to work collaboratively with patients and healthcare providers. The College is committed to educating the whole person within a mindful learning community. Goals are achieved through hands-on training, critical thinking, and clinical application, while offering online learning when appropriate. Opportunities to strengthen scholarship and leadership extend beyond the classroom through interaction with healthcare teams and scholar clinicians. Students learn to provide evidence-informed care through extensive case-based instruction.

Students apply the broad range of theories and techniques within Chinese medicine, massage and body therapy, medical cannabis, and holistic nursing. They acquire the ability to explain our medicine to patients and healthcare providers. Successful graduates help Pacific College of Health and Science students learn to build a private practice or work within an integrative clinic or hospital.

It is imperative that practitioners with primary care responsibilities have the ability to think critically, challenge traditional theories and practices, and adapt to changes within the healthcare system. Pacific College of Health and Science believes that its non-primary care students, such as nurses and advanced body therapy students, should also be familiar with the underlying principles of Chinese medicine in order to anchor their evaluative and critical-thinking skills in a time-tested, accessible medical system.

INSTITUTIONAL GOALS AND LEARNING OUTCOMES

1. To train qualified practitioners of Chinese medicine. In 1986, the founders of Pacific College of Health and Science made a commitment that the College would anticipate the evolving needs of Chinese medicine patients in this culture and stay at the forefront of presenting a curriculum to meet those needs. In the 1980s, acupuncture was most commonly used for pain relief. Today, Chinese medicine is used as a primary or complementary therapy for cancer, HIV/AIDS, substance abuse, and most internal disorders, as well as pain and many other complaints. It is evident that today's student would not succeed with yesterday's curriculum. Most of the College's founders and its faculty are working practitioners of Chinese medicine, so the College's state-of-the-art curriculum is the result of direct clinical experience. Pacific College of Health and Science's academic leaders, who possess advanced degrees in Chinese medicine and educational theory, translate that experience into effective coursework designed specifically for adult learners.
2. To enable graduates of its master's and doctoral degree programs in Chinese medicine to function as primary healthcare providers, to apply the principles of Chinese medicine and natural healing and to become an integral part of the modern healthcare system.

3. To enable graduates of its bachelor's and master's degree programs in nursing to function as holistic nurses, to apply the principles of holistic nursing and natural healing, and to become an integral part of the modern healthcare system.
4. To provide graduates of the College's body therapy program with the skills necessary to deliver safe and effective Asian bodywork, to apply the principles of Chinese medicine and natural healing, and to become an integral part of the modern healthcare system. Pacific College of Health and Science graduates are increasingly participating in multi-disciplinary biomedical settings.
5. To inspire, through the presentation of Chinese medicine and natural healing, a deep and lasting respect for the integrity of the human body, mind, and spirit. It is the College's observation that exposure to the principles of Chinese medicine does indeed lead to an appreciation for the integrity of the human body, mind, and spirit. Observation of advanced students and graduates reveals a maturation process and a synthesis of knowledge, skills and personal growth that enhances their abilities as healers and their development as human beings.
6. To provide continuing education and post-graduate programs for graduates and other practitioners of Chinese medicine, holistic nursing, body therapy, and medical cannabis.
7. To provide a supportive, educational environment conducive to personal growth and academic advancement. The College's overall curriculum, and particularly its counseling courses as well as access to a 24-hour counseling service, reflects an institutional commitment to the personal development of both our practitioners and their patients. The institution's administrative staff strives to make the daily business of running an institution supportive of the students' educational goals.
8. To further the understanding of the professions of Chinese medicine, massage therapy and holistic nursing through dialogue with other members of the healthcare community and the public at large. The Pacific College of Health and Science San Diego Library's NLM community outreach awards help support public workshops on access to health information.
9. To participate in state and national Chinese medicine, massage therapy, and nursing issues, and convey the essence of professionalism to its students.
10. To engage in complementary and integrated healthcare research. The College received a grant funded by the National Institutes of Health (NIH) Center for Complementary and Alternative Medicine to develop a curriculum and faculty training in evidence-informed practice. Pacific College of Health and Science continues to educate students in evidence-informed practice through the program curriculum developed from this grant.
11. To provide Chinese medical, body therapy, and holistic nursing services to the community. Pacific College of Health and Science provides over 50,000 low- and no-cost treatments annually at its onsite, offsite and community clinics.

Institutional Learning Outcomes

1. **Critical Thinking:** identify and solve problems that require the integration of multiple contexts.
2. **Ethical and Moral Decision-Making Skills**: demonstrate the highest quality of decision-making, governed by ethical principles, integrity, honesty, and compassion.
3. **Evidence-Informed Practice:** utilize best available research and apply relevant findings to teaching, learning, and the care of the patients, clients, families, and communities.
4. **Integrative Health:** understand factors that influence health, wellness, and disease including mind, body, spirit, and communities.
5. **Compassionate Practice:** provide compassionate approaches to healthcare delivery when interacting with patients, clients, families, and communities.
6. **Interpersonal Communication Skills:** use interpersonal skills to maintain professional relationships with patients, clients, healthcare professionals, and communities.
7. **Collaboration Skills:** collaborate with patients, clients, health professionals, and communities to develop plans of care to achieve positive health outcomes.
8. **Equity, Diversity, and Inclusion:** interact and collaborate with diverse individuals and groups while acknowledging each other's perspectives and biases.
9. **Lifelong Learning:** engage in lifelong self-directed learning to validate continued competence in practice.

SPIRIT OF THE HEALER

Traditionally, Chinese healers were expected to know eight levels of healing. These included spiritual healing, exercise, diet, geomancy (the art of placement), astrology, massage, herbology, and acupuncture. The healer's education would include techniques of self-development and self-defense, as well as the tools of the trade. Qigong (energy generation and circulation), taiji, and meditation were practiced to maintain one's own health and increase sensitivity. "Physician, heal thyself" was their conviction.

The "superior man," a phrase from the I Ching (Book of Changes), would be a master of the Five Excellences. In China, the Five Excellences were martial arts, medicine, painting, poetry, and calligraphy. There are few words to describe the depth of commitment these masters exhibited. The beauty and achievements they have left behind are a testament to man's highest aspirations.

At Pacific College of Health and Science, we have tried to honor this tradition. We expect that healers from all Pacific College of Health and Science programs will be "superior men and women." They will teach by example. They will prevent, not just cure, disease. We expect that this is a lifetime's challenge. With that in mind, we introduce you to the Pacific College of Health and Science.

PROGRAM KEYS

PCHS	Pacific College of Health and Science
SD	San Diego
NY	New York
CH	Chicago

Acupuncture and Chinese Medicine	
T-DAc	Transitional (Completion) Doctor of Acupuncture
T-DAcCHM	Transitional (Completion) Doctor of Acupuncture with a Chinese Herbal Medicine Specialization
DAc	Doctor of Acupuncture
DAcCHM	Doctor of Acupuncture with a Chinese Herbal Medicine Specialization
MSAc	Master of Science in Acupuncture
MSAcCHM	Master of Science in Acupuncture with a Chinese Herbal Medicine Specialization
CCHM	Certificate in Chinese Herbal Medicine for Licensed Acupuncturists
FACE	Facial Applications for Cosmetic Enhancement Certificate

Asian Holistic Health and Massage	
AAS HHS	Associate of Applied Science Holistic Health Science
AOS MT	Associate of Occupational Studies Massage Therapies
CMT/AB*	Certificate in Massage Therapy/Asian Bodywork

*Please note that CMT can also mean Certified Massage Therapist.

Nursing	
BSN	Bachelor of Science in Nursing (Prelicensure Option)
RN-to-BSN*	Bachelor of Science in Nursing (RN-to-BSN Completion Option)
MSN*	Master of Science in Nursing: Holistic Nurse Coach or Holistic Nurse Educator
HNC*	Holistic Nursing Certificate

*PCHS is not accepting applications for this program option at this time.

IMPORTANT TERMINOLOGY

Academic Hour
An academic hour is defined as 54 minutes of instruction.

Academic Hours/ Units for Type of Learning

Didactic
15 academic hours = 1 term unit

Hands-on/lab
30 academic hours = 1 term unit

Clinical (non-nursing)
30 academic hours = 1 term unit

Clinical (nursing)
45 academic hours = 1 term unit

For the purpose of verification of massage training by NYSED, NY regulations require the College to use a 14:1 ratio instead of the normal academic 15:1 ratio. However, classroom hours and tuition charges are based on the 14:1 ratio.

Acupuncturist and Chinese Medical Practitioner
In this catalog, the terms "acupuncturist" and "Chinese medical practitioner" may be used to mean any person who is a licensed or certified acupuncturist in any state, whether or not that person is licensed in a state where practitioners are tested and trained in herbology. In other words, the terms should not be considered technical/legal references. The terms are interchanged for literary variety. Please contact an admissions representative for the specific legal reference in a particular state.

LAc Licensed Acupuncturist
CHM Chinese Herbal Medicine

Biomedicine
The term biomedicine refers to modern medicine and is preferred to "Western" medicine.

Evidence-Informed Practice (EIP)
Pacific College of Health and Science is a recipient of an NIH grant to train acupuncture faculty and students in evidence-informed practice. EIP is an approach that integrates clinical experience and findings, patient preferences, and research (all important types of evidence) into the process of healthcare delivery. Pacific College of Health and Science students learn the strengths and limitations of each element of the model and how to use them together to enhance clinical decision-making and patient outcomes. They learn to describe principles of research, critically appraise evidence, discuss the importance of research, and effectively apply relevant evidence in practice.

Holistic Nursing
Holistic nursing embraces all nursing that seeks to enhance the health of the whole person across the lifespan and practice settings.

RN Registered Nurse

Integrative Medicine
Pacific College of Health and Science defines integrative medicine as a model of healing that goes beyond the treatment of disease to embrace a holistic approach to health and healing. Integrative medicine focuses on the patient as an individual and healing the whole person using the best treatments from all medical approaches possible. Patients and practitioners work as partners in addressing the different physical, social, and emotional reference points that shape a patient's well-being. Prevention and disease minimization represent the foundation of integrative healthcare and call upon the coordination of care across disciplines and institutions to help patients manage, maintain, and restore their health.

Massage Practitioner
The terms massage practitioner, massage therapist, body therapist, and body worker may be used interchangeably and may indicate graduates of any level of massage training.

CMT Certified Massage Therapist
LMT Licensed Massage Therapist
MTh Massage Therapy

COURSE NUMBERING SYSTEM AND KEY

Pacific College of Health and Science identifies the level of its courses by number.

100-200	Lower division undergraduate courses
300-400	Upper division undergraduate courses
500-above	Graduate and post-graduate courses
Concur	Concurrent: course(s) completed or taken in same term
Cred Hrs	Credit Hours
Exam Req	Exam Required: indicated comprehensive exam required prior to course(s)
Prereq	Prerequisite: course(s) required to be completed to take current course
Req for Comp	Required for Comprehensive Exams: course(s) required prior to taking indicated Comprehensive Exam

Course Code/Identifier Key

AC	Acupuncture	**MA**	Mathematics
BIO	Biology	**NC**	Nurse Coach
BT	Bodywork Therapies	**NE**	Nurse Educator
BTW	Bodywork Therapies	**NR**	Nursing
BU	Business	**NUT**	Nutrition
CAN	Cannabis	**OM**	Oriental Medicine
CHEM	Chemistry	**PHY**	Physiology
CL	Clinical	**PSY**	Psychology
CLM	Clinical, Massage	**RES**	Research
COM	Communications	**SE**	Specialty Elective
ENG	English	**SOC**	Sociology
FACE	FACE Certificate	**SSP**	Study Skills
HB	Herbology	**SSS**	Student Success Skills
HCE	Health Coach Elective	**TCM**	Traditional Chinese Medicine
HEP	Health Education and Promotion	**TTS**	Technology Training, Student
HM	Holistic Medicine	**WS**	Western Science
HUM	Humanities		

ACCREDITATION AND APPROVALS

All courses, degree, diploma, and certificate programs offered have been approved by the Board of Trustees or those invested with the power to do so by the Board of Trustees. Documentation of accreditations and approvals is available from the VP of Regulatory Affairs and Accreditation, campus president, the program dean/director or at **www.pacificcollege.edu/about/accreditation**.

INSTITUTIONAL ACCREDITATION

Pacific College of Health and Science is accredited by Western Association of Schools and Colleges Senior College and University Commission (WASC [WSCUC]), 1080 Marina Village Parkway, Suite 500, Alameda, CA 94501, (501) 748-9001, **www.wscuc.org**.

For a Statement of Accreditation Status and list programs accredited by WASC, please visit **www.pacificcollege.edu/about/accreditation**.

PROGRAMMATIC ACCREDITATION

ACAHM Accreditation
The following programs offered by Pacific College of Health and Science are accredited by the Accreditation Commission for Acupuncture and Herbal Medicine (ACAHM):

- Master of Acupuncture
- Master of Acupuncture with a Chinese herbal medicine specialization
- Doctor of Acupuncture – including a Doctor of Acupuncture degree completion track
- Doctor of Acupuncture with a Chinese herbal medicine specialization – including a Doctor of Acupuncture with a Chinese herbal medicine specialization degree completion track
- Certificate in Chinese herbal medicine

The program(s) listed above may offer courses via distance education. ACAHM does not accredit any programs at the undergraduate/bachelor's level. Accreditation status and notes may be viewed on the ACAHM Directory (acahm.org/directory-menu/directory). ACAHM is recognized by the United States Department of Education as the specialized accreditation agency for institutions/programs preparing acupuncture practitioners. ACAHM is located at 500 Lake Street, Suite 204, Excelsior, Minnesota 55331; phone 952-212-2434; **www.acahm.org**.

Pacific College of Health and Science advertises the doctoral degree completion opportunity as the "transitional doctorate" programs in order to distinguish that pathway from the entry-level pathway. However, this professional doctorate completion track for graduates of ACAHM-accredited/pre-accredited master's-level programs is considered by ACAHM to be a component of the overall professional doctorate.

ACEN Accreditation
The baccalaureate and master's nursing programs at Pacific College of Health and Science located in New York, New York are accredited by the Accreditation Commission for Education in Nursing (ACEN), 3390 Peachtree Road NE, Suite 1400 Atlanta, GA 30326 (404) 975-5000. The most recent accreditation decision made by the ACEN Board of Commissioners for the baccalaureate nursing program is continuing accreditation. The most recent accreditation decision made by the ACEN Board of Commissioners for the master's nursing program is initial accreditation. View the public information disclosed by the ACEN regarding these programs on the ACEN website at **www.acenursing.org**.

AHNCC Endorsement
Pacific College of Health and Science's Bachelor of Science in Nursing (RN-to-BSN Completion Option) program is endorsed by the American Holistic Nurses Credentialing Corporation (AHNCC):

AHNCC
811 Linden Loop
Cedar Park, TX 78613
800-463-0786, ext. 11
www.ahncc.org

STATE AUTHORIZATIONS

Pacific College of Health and Science is approved to participate in the National Council for State Authorization Reciprocity Agreements (SARA). With that approval, as well as approval from the home state New York State Education Department, the College's distance education (online) programs are considered approved by reciprocity with other SARA member state higher education boards.

Please visit the SARA website (**www.nc-sara.org**) for the most current list of participating states and a detailed description of SARA.

CALIFORNIA

San Diego Campus

California Bureau for Private Postsecondary Education
Pacific College of Health and Science is a private institution approved to operate by the California Bureau for Private Postsecondary Education. Approval to operate means the institution is compliant with the minimum standards contained in the California Private Postsecondary Education Act of 2009 (as amended) and Division 7.5 of Title 5 of the California Code of Regulations. For additional information please visit the Bureau's Internet website at **www.bppe.ca.gov**.

Any questions a student may have regarding this catalog that have not been satisfactorily answered by the institution may be directed to the:

Bureau for Private Postsecondary Education
1747 North Market, Suite 225
Sacramento, CA 95834
916.574.8900 or 916.236.1897

The Associate of Applied Science (Holistic Health Science) and the Certificate in Massage Therapy/Asian Bodywork (CMT/AB) programs at the San Diego campus are approved by the California Massage Therapy Council (CAMTC): Approval Code #SCH0099

Attendance and/or graduation from a California Massage Therapy Council approved school does not guarantee certification by CAMTC. Applicants for certification shall meet all requirements as listed in California Business and Professions Code section 4600 et. seq. A student or any member of the public with questions that have not been satisfactorily answered by the school or who would like to file a complaint about this school may contact the California Massage Therapy Council at One Capitol Mall, Suite 800, Sacramento, CA 95814, www.camtc.org, phone (916) 669-5336, or fax (916) 669-5337.

Pursuant to California Business and Professions Code section 4611, It is an unfair business practice for a person to do any of the following:

(a) To hold himself or herself out or to use the title of "certified massage therapist" or "certified massage practitioner," or any other term, such as "licensed," "certified," "CMT," or "CMP," in any manner whatsoever that implies or suggests that the person is certified as a massage therapist or massage practitioner, unless that person currently holds an active and valid certificate issued by the California Massage Therapy Council.

(b) To falsely state or advertise or put out any sign or card or other device, or to falsely represent to the public through any print or electronic media, that he or she or any other individual is licensed, certified, or registered by a governmental agency as a massage therapist or massage practitioner.

Massage certification in the state of California is awarded by the California Massage Therapy Council (CAMTC). A CAMTC Certified Massage Therapist (CMT) is required to have the equivalent of 500 or more hours (or the credit unit equivalent) of formal education and training in massage therapy. Applicants for CAMTC certification shall have attended 500 supervised hours total with 100 of those hours satisfying CAMTC specified subjects. Additional specific information about state licensure requirements can be obtained from the state agencies listed on https://www.pacificcollege.edu/about/licensure-disclosure. To obtain the CAMTC Certification application, please contact CAMTC at One Capitol Mall, Suite 800, Sacramento, CA 95814, www.camtc.org, (916) 669-5336.

Office of Student Assistance and Relief

The Office of Student Assistance and Relief is available to support prospective students, current students, or past students of private postsecondary educational institutions in making informed decisions, understanding their rights, and navigating available services and relief options. The office may be reached by calling 888.370.7589 or by visiting www.bppe.ca.gov.

California Residents: Student Tuition Recovery Fund (STRF)

"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, Suite 225
Sacramento, CA 95834
916.574.8900 or 888.370.7589.

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

1. The institution, a location of the institution or an educational program offered by the institution was closed or discontinued and you did not choose to participate in a teach-out plan approved by the Bureau or did not complete a chosen teach-out plan approved by the Bureau.
2. You were enrolled at an institution or a location of the institution within the 120 day period before the closure of the institution or location of the institution or were enrolled in an educational program within the 120 day period before the program was discontinued.
3. You were enrolled at an institution or a location of the institution more than 120 days before the closure of the institution or location of the institution, in an educational program offered by the institution as to which the Bureau determined there was a significant decline in the quality or value of the program more than 120 days before closure.
4. The institution has been ordered to pay a refund by the Bureau but has failed to do so.
5. The institution has failed to pay or reimburse loan proceeds under a federal student loan program as required by law or has failed to pay or reimburse proceeds received by the institution in excess of tuition and other costs.

6. You have been awarded restitution, a refund, or other monetary award by an arbitrator or court, based on a violation of this chapter by an institution or representative of an institution, but have been unable to collect the award from the institution.
7. You sought legal counsel that resulted in the cancellation of one or more of your student loans and have an invoice for services rendered and evidence of the cancellation of the student loan or loans.

To qualify for STRF reimbursement, the application must be received within four (4) years from the date of the action or event that made the student eligible for recovery from STRF. A student whose loan is revived by a loan holder or debt collector after a period of noncollection may, at any time, file a written application for recovery from STRF for the debt that would have otherwise been eligible for recovery. If it has been more than four (4) years since the action or event that made the student eligible, the student must have filed a written application for recovery within the original four (4) year period, unless the period has been extended by another act of law. However, no claim can be paid to any student without a social security number or a taxpayer identification number."

The Bureau for Private Postsecondary Education requires that California residents pay the Student Tuition Recovery Fund. Please refer to the tuition section of the academic catalog for the amount you are required to pay for your program option.

Effective on April 1, 2024 the STRF assessment rate is 0.00 per $1,000 of institutional charges.

ILLINOIS

Illinois Board of Higher Education
Pacific College of Health and Science is authorized to operate and grant degrees by the:

Illinois Board of Higher Education
1 N. Old State Capitol Plaza, Suite 333
Springfield, IL 62701-1377
217.782.2551

NEW YORK

New York State Education Department
Pacific College of Health and Science is registered with the New York State Education Department (NYSED) and approved by the Board of Regents:

New York State Education Department
89 Washington Avenue
Albany, NY 12234
518-474-3852
www.nysed.gov

Institutional Financial Status
Pacific College of Health and Science does not have a pending petition in bankruptcy, is not operating as a debtor in possession, and has not filed a petition for bankruptcy within the preceding five years, nor has a petition in bankruptcy been filed against it within the preceding five years that resulted in reorganization under Chapter 11 of the United States Bankruptcy code.

Pacific College of Health and Science National Management Office
110 William St., 19th floor
New York, NY 10038
800-729-3468 or 212-982-3456
admissions-NY@pacificcollege.edu
www.pacificcollege.edu

PROGRAMS LEADING TO PROFESSIONAL LICENSURE OR CERTIFICATION

Licensure and Certification Disclosure
Pacific College of Health and Science offers several programs leading to professional licensure/certification. Successful completion of the program qualifies you to sit for national certification exam. State licensure requirements vary by state. It is important that you understand what is required by the state in which you will ultimately practice. We recommend visiting your state professional licensing board website for details specific to your state.

Licensing and certifying agencies or employers may perform background checks to determine eligibility to become licensed or employed. Applicants who have a conviction should check the regulations of the states in which they want to become licensed to consider their eligibility. Therefore, it is impossible for any institution to guarantee admission to, eligibility for, or passage of any licensing exam required by any state or national licensing or testing board. The date of graduation may affect a student's eligibility date to sit for required exams. Students must obtain and submit their own applications to sit for any state or national exam and request in writing that Pacific College of Health and Science send academic documentation to the relevant agencies. Please refer to **www.pacificcollege.edu/about/licensure-disclosure** for up-to-date information and the College's official Licensure Disclosure.

Student Location and Relocation Policy
Course and program availability varies by state. Admission into a program is granted at the time of initial acceptance into the program and is dependent on program availability in the state where the student is physically located at the time of admission.

Should a student relocate during a program to another state, district, or territory, it may negatively impact the student's ability to remain in the program, meet the state licensure requirements, and/or continue to receive financial aid funding. Before considering any state relocation, you must contact your program officials to discuss authorization and licensure eligibility requirements. It is the student's responsibility to notify the institution of a change in physical location.

It is the responsibility of the student completing the licensure program to check with the respective state licensing board(s) for the most recent information, rules, and requirements. Pacific College of Health and Science (PCHS) is not responsible and cannot be held liable if the student is unable to qualify for licensure or certification in any jurisdiction. Students interested in programs leading to licensure or certification should review the licensure requirements in the Licensure Disclosure charts for the state in which they choose to practice at **www.pacificcollege.edu/about/licensure-disclosure**.

International Students: Pacific College of Health and Science enrolls nonimmigrant alien students in online programs not leading to professional licensure or certification on a case-by-case basis. Please note that international students, including U.S. citizens living abroad, cannot enroll in any nursing programs which are intended to prepare students for licensure and employment in the United States or have clinical practice requirements. Prior to enrolling, it is very important that you contact program officials to discuss eligibility and program requirements.

State Professional Licensure/Certification Disclaimer: Please note that states, districts, and territories vary in what professions they require to be licensed/certified and how licensure/certification is acquired. Many licensure boards require more than successful degree completion to obtain a license, such as completion of an examination(s), test(s), background check(s), internship/practicum hours, and other requirements determined by the respective state board. It is the responsibility of the student completing the licensure program to check with the respective state licensing board(s) for the most recent information, rules, and requirements. Pacific College of Health and Science is not responsible and cannot be held liable if the student is unable to qualify for licensure or certification in any jurisdiction or cannot obtain a practicum/internship location. Students interested in programs leading to licensure or certification should review the licensure requirements for the state in which they choose to practice.

U.S. Department of Labor's Standard Occupational Classification Codes: The College has programs that lead to the following job classifications according to **www.bls.gov/oes/current/oes_stru.htm#29-0000**:

Acupuncturists	29-1291
Massage Therapists	31-9011
Registered Nurses	19-1141

THE CAMPUSES

Hours of Operation
Pacific College of Health and Science hours of operation are 6:00 am Pacific to 9:30 pm Pacific.

San Diego Campus
The San Diego campus is conveniently located at 7445 Mission Valley Road in the heart of San Diego's Mission Valley, situated in a nicely landscaped medical and technology park. The school has parking options available, easy freeway access, and is minutes from shopping centers, beaches, and affordable housing.

The busy Pacific College of Health and Science Clinic offers acupuncture, herbal medicine, and massage therapy to the San Diego community. Licensed acupuncturists, interns, assistants, and massage therapists work as a holistic team. Their use of the herbal pharmacy as well as massage and Chinese physical therapies demonstrates the many tools available to holistic healers. Treatments provided by Pacific College of Health and Science students ensure that the clinic remains one of the busiest in San Diego and will persist as a valuable educational experience for students. Pacific College of Health and Science interns have participated in research funded by the National Institutes of Health as well as institutionally sponsored research.

The library provides a large physical collection and vast electronic resources in a facility conducive to study and research. Portions of the Chinese medical classics' collections of Giovanni Maciocia and Drs. Ted Kaptchuk and Richard Yeh reside here. The library may be opened to interested health professionals, patients, researchers, and alumni by special arrangement. It is regularly recognized by the National Library of Medicine for its services to support community health information in San Diego.

Pacific College of Health and Science does not have dormitory facilities under its control but assists students in finding housing through identifying neighborhoods close to the College. Many homes and apartments in San Diego are built on canyons and offer spectacular views and a feeling of country living within the city.

New York Campus
The main campus of Pacific College of Health and Science is located in Lower Manhattan. New York City residents call the area south of Chambers Street and the Brooklyn Bridge "downtown," which includes City Hall, various federal and local government buildings, and the neighborhoods of Battery Park City to the west, the Financial District in the middle, and the South Street Seaport to the east.

The College's classrooms, lounges, study halls, library, and offices are located on the 19th floor of 110 William St., offering stunning views of the East River, Brooklyn Bridge, and Freedom Tower. The clinic, conveniently located on the ground floor lobby, is visible to thousands of potential patients. The Fulton Street subway stop is located directly underneath the building, offering unparalleled convenient, public transportation to school.

After relocating from its home of 20 years in the Flatiron district, the new clinic and campus was custom designed to the College's exacting standards. Attention was paid to details large and small. A feng shui specialist, consulted during the construction, worked with a well-known architect to design a modern and free-flowing space conducive to learning.

One of New York's best-kept secrets is its natural world. Whether walking among 20,000 tulips in Central Park's Conservatory Gardens, enjoying the High Line, or kayaking on the Hudson River, New York City is a pleasant surprise to any nature lover. For a longer break from the hustle and bustle, upstate New York and the beaches of Long Island are readily accessible by public transportation.

Pacific College of Health and Science does not have dormitory facilities under its control but does assist students in finding housing through identifying neighborhoods close to the College.

Chicago Campus
On August 24, 1999, the Illinois Board of Higher Education approved Pacific College of Health and Science to offer the first graduate program in Chinese medicine in the state. While some said that the home of the American Medical Association would be a challenging environment for Chinese medicine, we disagreed, and we were right. Pacific College of Health and Science has received an enthusiastic welcome from the medical establishment in Chicago, including Evanston Northwestern and St. Joseph's Hospitals. The proximity of such influential organizations offers an opportunity for unprecedented cooperation and mutual respect. In our opinion, the combined efforts of the biomedicine and Chinese medicine communities in Chicago will lead to the recognition and acceptance of Chinese medicine as an integral and indispensable part of America's healthcare system. We expect that students and graduates of Pacific College of Health and Science's Chicago campus will continue to play an important role in this achievement. In 2004, in cooperation with the acupuncture associations of Illinois, Pacific College of Health and Science helped to eliminate the requirement that an acupuncture patient obtain a medical referral prior to treatment: now acupuncturists can see their patients directly. This is a testament to the confidence that state legislators have in the safety of acupuncture and the qualifications of licensed acupuncturists.

Pacific College of Health and Science's Chicago campus is located in the heart of downtown Chicago at 230 West Monroe Street, with the main entrance to the building around the corner on Franklin Street, just north of Monroe. The campus is centrally located to all modes of public transportation (CTA buses, trains, and Metra commuter trains) as it is located one block from the west side of the CTA "Loop" and within two-three blocks from the nearest entrances to Union and Ogilvie Stations. The campus is brand new as of Spring 2025 and its bright and colorful facilities house classrooms and offices and an onsite acupuncture clinic and an herbal dispensary for student training.

The campus is within walking distance from the Chicago River, Millenium Park, and the Magnificent Mile (Michigan Avenue Shopping), with scenic views of the city. As part of the vibrant downtown center, our students can enjoy free concerts in Millennium Park, peaceful strolls along the river walk and a wide variety of cultural events, fairs, and celebrations. The "Loop" section of Chicago is famous for its restaurants, shopping on Michigan Avenue and State Street and its theater district. This area of Chicago is part of the Educational Corridor, home to several colleges, bookstores, coffee shops and entertainment venues.

Pacific College of Health and Science does not have dormitory facilities under its control but assists students in finding housing through identifying neighborhoods close to the College.

Pacific College of Health and Science does not have a dedicated parking area. We recommend the use of public transportation as a green alternative to driving. However, if you are driving to our campus, there are several parking garages nearby. As part of its green initiative, the city of Chicago has installed multiple bike lanes leading to downtown, and our building has an indoor bike storage room, making our campus truly accessible by all forms of transportation.

ACADEMIC CALENDAR

Tri-Semester Yearly Sequence: Winter, Spring, and Fall.

Academic calendars for each campus can be viewed at: **www.pacificcollege.edu/news/calendar**

EDUCATIONAL METHODS

1. To admit students with the educational preparation necessary to undertake and appreciate the unique program and information provided in the study of acupuncture, massage therapy, holistic nursing, and Chinese medicine.
2. To present therapeutic massage, holistic nursing, and Chinese medical theory in a sequential format, in such a way that students achieve a firm theoretical foundation, which enables continued learning of the practical skills necessary to work in the College clinic, private practice, and integrative medical facilities.
3. To present the wide variety of theoretical patterns as well as diagnostic and treatment procedures that have arisen throughout Chinese medicine's long history, including zang-fu, five phases, Japanese and Korean acupuncture theories, and more. This will enable students to make informed choices as to their own practice preferences and the treatment needs of their patients. Within the individual programs, appropriate attention is paid to knowledge and skills relevant to the California, New York, Illinois, and national Chinese medical and/or body therapy licensing or certification examinations.

4. To utilize technological and theoretical advances in instructional design to increase the quality of, and access to, the College's educational resources. The top academic roles at Pacific College of Health and Science are filled with individuals with graduate degrees in education and extensive experience applying adult education theory, educational technology, distance education, and curriculum development.
5. To present courses in a schedule accessible to working adults, as well as part-time and full-time students.
6. To provide a clinical experience that follows from and enhances didactic training, ensuring both clinical competence and confidence on the part of the graduate and effective healthcare for patients. Pacific College of Health and Science students begin to participate in the clinical experience very early in their training.

ACADEMIC FREEDOM

In 1940, representatives of the American Association of University Professors and the Association of American Colleges (now the Association of American Colleges and Universities) agreed upon a set of principles known as the 1940 Statement of Principles on Academic Freedom and Tenure. Academic freedom applies to both teaching and research. Freedom in research is fundamental to the advancement of truth. Academic freedom in its teaching aspect is fundamental for the protection of the rights of the teacher in teaching and of the student in learning. The principle of academic freedom at Pacific College of Health and Science allows faculty involvement in formulation of the curriculum through the Curriculum Advisory Committee. However, Pacific College of Health and Science remains responsible for the academically sound formulation of curriculum and course content, and faculty are responsible for teaching defined learning outcomes. Faculty members are encouraged to tailor teaching/learning strategies including remediation and curricular support to promote academic success when possible. Traditional principles of academic freedom are maintained as adapted from the AAUP.

PROGRAM REVIEW

All programs at Pacific College of Health and Science are subject to systematic review. The program review process includes assessment by internal and external reviewers of student learning, retention data, graduation rates, and certification and licensure pass rates. The Curriculum and Program Review Committee (CPR) drives the review process and follows an annual schedule of review. It is supported by the institutional research analyst. To strengthen the peer review process, the College includes external reviewers who provide additional perspectives from higher education. The results of the review are presented back to the faculty.

E-LEARNING COURSEWORK

Taking courses or programs online allows students to engage in academic activity at convenient times and helps create the flexibility needed to balance school and other aspects of daily life. The College offers web-enhanced courses in all its programs. Courses offered online through all our campuses can be completed by students in any of our programs, a unique scheduling flexibility that other colleges cannot offer. The College offers three variations of online learning:

Hybrid courses:
Students spend a portion of their time in a classroom environment in addition to online activities, which substitutes for classroom time. The same faculty member is in both settings.

Fully online courses:
Students spend 100% of their time in an online setting, with instruction, support, and advice from a regularly scheduled faculty member. There is little to no on-site classroom instruction.

Web-enhanced courses:
Courses that use online resources to enhance instruction but not to replace any physical classroom time.

Students should expect to participate in some web-enhanced, hybrid, or fully online courses. E-learning courses are delivered via a state-of-the-art platform designed for a great student experience. Courses are accessible from any desktop or laptop computer, as well as from tablets and smartphones. The College assesses each student's readiness for online learning and provides support or remedial training.

Additional Help in Navigating Pacific College of Health and Science E-Learning/ College Learning Management System Oriented Classes.

- For help with course material, assessments, assignments, or course logistics, contact the faculty member.
- For technical help with StudentHub, go to **studenthub.pacificcollege.edu/knowledgebase/pchs-technical-support** for:
- Technical resources to enable you to navigate your learning journey effortlessly.
- Topics to address everyday challenges during your learning journey.
- Tech support: four (4) communication channels.



OUR FACULTY

The history of Chinese medicine and massage spans centuries and crosses international borders. Pacific College of Health and Science has assembled an expert and varied academic team to do justice to this expansive body of knowledge. While new compared to the history of Chinese medicine, the knowledge and skills provided by holistic nursing and medical cannabis faculty are also highly valued at Pacific College of Health and Science.

Pacific College of Health and Science's well-known faculty is one of the most respected in this country and abroad. Faculty members have been selected for their ability to convey a deep appreciation of Chinese medical theory, holistic nursing, body therapy, medical cannabis therapeutics, and an understanding of the problems that affect patients in today's modern culture. The Pacific College of Health and Science faculty has the ability to understand the students' questions, answer them, and lead the students to greater understanding and even more profound questioning.

Pacific College of Health and Science's faculty members recognize their responsibility as role models and mentors. From acupuncturists to medical doctors to nurse educators, Pacific College of Health and Science's faculty are an important, continuing resource during your education and beyond into private practice. Pacific College of Health and Science employs nearly 200 faculty members at three campuses. Therefore, it is impossible to describe their interesting backgrounds in detail here. However, please visit our website (**www.pacificcollege.edu/about/faculty**) for faculty biographies. Because the faculty is our most valuable resource, we hope you take their classes to experience them firsthand.

All Pacific College of Health and Science faculty meet the standards and qualifications for teaching specified by our approval agencies and our accrediting bodies.

INTEGRATIVE MEDICINE COLLABORATIONS

Pacific College of Health and Science cooperates with the medical communities in the cities it serves. The relationships reflect not only Pacific College of Health and Science's mission and commitment to such projects, but the growing acceptance of integrative medicine by allied healthcare providers.

Chicago Campus

- Chicago Women's Health Center
- Jesse Brown VA Medical Center
- Rush Hospital

New York Campus

- ArchCare
- BronxCare Health
- Columbia University Health
- Grand Meridian Clinic
- Jamaica Hospital Medical Center
- Maimonides Medical Center
- New York Health and Hospital
- On Point with New York Harm Reduction Educators
- The Institute for Family Health – Sidney Hillman/ Phillips Family Practice
- Veteran's Administration Hospital/ Pain Management Center
- Yinova

FACULTY

For a complete list of faculty by program and location, please visit, **www.pacificcollege.edu/about/faculty**

San Diego Campus
Integrative Health Nights

- Jacobs Medical Center – Inpatient Oncology
- Owen Clinic for HIV and AIDS at UC San Diego Health
- Rady Children's Hospital – Inpatient
- RIMAC with UC San Diego Athletic Department
- Saffron and Sage
- San Diego American Indian Health Center
- San Diego Legion
- San Diego Sports Acupuncture
- Stanford Stem Cell Research Institute with UC San Diego health
- Survivors of Torture
- Topkare Hospice
- UC San Diego Health Family Medicine Outpatient
- UC San Diego Health Medi-CAL

These healthcare alliances were current at the time of publication of the document. Opportunities vary by campus, and sites may have been added or expanded since the time of publication.

PACIFIC SYMPOSIUM

Pacific Symposium is the largest acupuncture and integrative medicine conference in the US and one of the most prominent worldwide. It provides the international community of holistic healers access to renowned authors and researchers and exceptional practitioners of East-Asian and integrative medicine. The leading speakers from around the world join students, faculty, alumni, and hundreds of acupuncturists and integrative medicine practitioners for an entire week of learning, sharing and community building through classes, exhibitors, parties, and special events. Past guests have included Dr. Deepak Chopra, Dr. Ted Kaptchuk, Ravi Shankar, Dr. Andrew Weil, Dr. Bruce Pomeranz, Dr. Michael Smith, Kiiko Matsumoto, Giovanni Maciocia, Matt Callison, John Chen, Bob Flaws, Mantak Chia, Dr. Paul Unschuld, Alex Tiberi, Mazin Al-Khafaji, and others, along with many members of Pacific College of Health and Science's faculty. Pacific College of Health and Science students serve as hosts to the Symposium lecturers, creating an inspiring and rewarding experience for both host and guest along with networking opportunities and fun. More information can be found at **www.pacificcollege.edu/symposium**.

CONTINUING EDUCATION

Continuing education events are presented at all three campuses throughout the year, covering a wide variety of related subjects so students and alumni can continue to expand their knowledge, network and community. Past events have included Facial Diagnosis, Clinical Energetics, Acupuncture in Labor and Delivery, Spirit of the Herbs (a Five Element Approach), Trauma Informed Care, Battlefield Acupuncture, Brain Health, Successful Communication in the Healthcare Landscape and more.

In addition, the College offers a wide range of live and recorded online continuing education courses and short certificate programs via the Pacific Center for Lifelong Learning: (**pacificcenterforlifelonglearning.com**) as well as free offerings on the Pacific College of Health and Science YouTube channel: **www.youtube.com/@PacificCollege**.

PHILOSOPHY

Pacific College of Health and Science is committed to creating and maintaining a community in which all college community members can work together in an atmosphere free from all forms of harassment, exploitation, or intimidation.

STATEMENT OF NON-DISCRIMINATION

The College prohibits discrimination of one person by another for any reason including, but not limited to: veteran status, race, color, religion, sex, national origin, ancestry, age, physical or mental disability, medical condition including genetic characteristics, pregnancy status, marital status, sexual orientation, and gender identity.

SEXUAL HARASSMENT PREVENTION

The College is strongly opposed to sexual harassment and such behavior is prohibited both by law and by Pacific College of Health and Science policy. It is Pacific College of Health and Science's intention to take whatever action may be needed to prevent, correct, and if necessary, discipline behavior that violates this policy. For complete information see the College's Discrimination and Sexual Harassment Policies and Procedures.

STATEMENT ON DIVERSITY

Pacific College of Health and Science is committed to providing an atmosphere where all human potential is valued. The College strives to recognize and nurture merit, talent, and achievement by supporting diversity and equal opportunity in its education, services, and administration.

STUDENTS WITH DISABILITIES

See the "Student Disability Services" section of this catalog and the relevant documents from the College's Student Disability Services website at **www.pacificcollege.edu/current/academics/student-disability-services**.

STUDENT RESPONSIBILITY TO STAY INFORMED

Students are required to be familiar with all rules and regulations set forth in the College catalog, the financial aid bulletin, clinic manuals, and notices and memos posted on the College bulletin board, distributed by the student communication files, or sent via email.

BOARD OF TRUSTEES/ADMINISTRATIVE STAFF

Board of Trustees

The ownership corporation retains the right to make ultimate decisions in the best interest of investors and the corporation. The corporate board of directors appoints the board of trustees. The board of trustees includes shareholder representation, but public members comprise the majority membership. The board of trustees hires and evaluates the chief executive officer.

Jack Miller, LAc, MA

Robert Baizer, MBA

Terry Blatnick, BA

Gina Lepore, DAOM, MBA

Tara Cortes, PhD, RN, FAAN

Joy White, MSN, MBA, WHNP-BC

Institutional-Level Employees

Institutional employees play a crucial role in supervising and coordinating the activities of staff and faculty members across all three campuses and online.

Institutional Administration

Malcolm Youngren, MA, MEd
Chief Executive Officer, President

Claudio Pico
Executive Vice President of Finance, Chief Financial Officer

Raquel Fereres, MS
Director of Library Services

Ashley Kowal, EdD
Vice President of Student Services

Marcy Madix, PHRca
Vice President of Human Resources

Cynthia Neipris, LAc, DACM
Vice President of Alumni and Career Services

F. Patrick Robinson
PhD, RN, ACRN, CNE, ANEF, FAAN
Provost & Executive Vice President of Academic Affairs

Teresa Pupo
Vice President of Funding and Financial Aid

Greg Russo, MS
Executive Vice President, IT Chief Information Officer

Diane Smith-Levine
EdD, MSN, MHA, BSN, RN, CNE, AHN-BC
Vice President of Regulatory Affairs and Accreditation

Thomas Williams, MBA
Chief Marketing Officer

Patricia A. Krolewski
Institutional Registrar

Campus Administration

Each of the three campuses has local administration led by a campus director. At the individual campus level, deans and department chairs are hired or appointed in line with the College's mission. Academic deans and directors of education ensure that admissions standards, curriculum, faculty qualifications, and outcomes conform to higher education purposes.

SAN DIEGO

Deborah Reuss, MA, CMT, CES
Campus Director and Institutional Dean of Massage

Valerie Razutis, DAOM, LAc
Associate Academic Dean of Graduate Studies

Liesl Fisher, MA
Director of Admissions

Francisco Contreras
Facilities Manager

NEW YORK

Steven Gard
Director of Operations

Christy Hennessey, DNP, MBA, RN
Vice President and Dean of Nursing

David Sol, DAc, LAc, LMT, CFMP
Vice President and Dean of Therapeutic Bodywork and Doctoral Completion Programs

Kamila Barnes
DNP, FNP-C, RN, FADLN, FNYAM
Associate Dean of Entry into Nursing Practice

Daihnia Dunkley, PhD, RN
Assistant Dean of Clinical Affairs

Rachel Choudhury, MSN, RN, CNE
Associate Dean of Nursing

Nafeeza Uddin-Schmidt, EdD
Director of Student Success, Nursing

Daphne Lysius, MS, RN, NI-BC, CHSE
Assistant Dean of Clinical Labs and Simulation, Nursing

Chrysso Neophytou-Tsimis
Vice President and Dean of Acupuncture and Chinese Medicine Programs

Matthew Zimmerman
Director, Integrative Health Clinic

Kayla Noonan
Executive Director Nursing Admissions

Adrian Taylor
Director of Facilities Operations

CHICAGO

Dave Frech, MSTOM
Campus Director

Brendan Mattson, DACM, LAc
Academic Dean of Graduate Degree Programs

Sarah Langthorne, DACM, LAc
Director of Clinical Services

Saby Roman
Campus Operations Lead

Michael Armstrong
Assistant Director of Admissions

ACADEMIC PROGRAMS & DESCRIPTIONS



ACADEMIC PROGRAMS & DESCRIPTIONS

SCHOOL OF CHINESE MEDICINE AND THERAPEUTIC BODYWORK

TRANSITIONAL (COMPLETION) DOCTOR OF ACUPUNCTURE (T-DAc) AND TRANSITIONAL(COMPLETION) DOCTOR OF ACUPUNCTURE WITH A CHINESE HERBAL MEDICINE SPECIALIZATION (T-DAcCHM)

T-DAc and T-DAcCHM	
Total Credits:	22.0
Total Hours:	360.0
Location:	Online

Educational Purpose

From the earliest discussions of the entry-level or professional doctorate (PD), Pacific College of Health and Science believed that no master's graduate should be left behind. Each master's graduate deserves an opportunity to bridge the gap between their master's training and the new professional doctorate. Upon completion, they deserve degree parity with entry-level doctoral graduates, just like their colleagues in physical therapy, occupational therapy and other professions that have offered such pathways.

Pacific College of Health and Science is proud to be at the forefront of entry-level doctoral education for new students. And now with this transitional, doctorate completion program, it provides the same opportunity for the pioneers and experienced practitioners in the field. In this program, students will find an emphasis on advancing their knowledge and skills to work effectively in a variety of integrative healthcare systems. In so doing, they will expand the opportunities for themselves and future generations of acupuncturists by being an active part of the integrative healthcare movement. Most importantly, they will be expanding the primary care and wellness options of patients.

The T-DAc/T-DAcCHM (Completion) is a post-professional, transitional, doctorate completion curriculum. The program enables graduates of master's programs of acupuncture and Chinese medicine to augment their knowledge, skills, and behaviors to a level consistent with the College's entry-level Doctorate of Acupuncture (DAc) and Doctorate of Acupuncture with Chinese Herbal Medicine specialization (DAcCHM) standards. The program enables master's graduates to attain degree parity with licensed acupuncturists who hold the professional DAc or DAcCHM by filling in any gaps between their master's degree education and current professional DAc or DAcCHM degree education.

The transitional degrees have the same name as their corresponding entry-level degrees. "Transitional" or a "T" is placed in front of the degree title or initials to distinguish the post-professional from the professional degree only in this catalog and in various promotional materials and transcripts. Please note that the transitional doctorate program is referred to as a doctorate completion program in ACAHM standards.

Program Learning Outcomes

This curriculum was developed by doctoral educators, subject matter experts, and experienced distance education designers and is based on the 28 entry-level doctoral competencies identified by CCAOM and ACAHM. The online delivery method has been developed and refined over the last decade in the College's undergraduate degree programs and post-graduate DAcCHM. The curriculum has been vetted by Pacific College of Health and Science alumni since fall 2015. Nonetheless, education, particularly professional, graduate education is a dynamic endeavor. To maintain its value, it must maintain its relevance. Therefore, the continued development of this program will be a collaborative effort of each administrator, teacher, and student. We look forward to forging the future of medicine together.

The post-professional transitional doctorate curriculum comprises 22 units of coursework that develop the advanced competencies required of doctoral-level practitioners. The 28 competencies listed below were added to the acupuncture master's degrees to create the entry-level doctorates. It is important to note that these advanced competencies are the same for either degree. Therefore, the transitional curriculum is the same for both T-DAc/T-DAcCHM (Completion) students. A student who enters the program with a master's degree or equivalent in acupuncture will earn a DAc. A student who enters with a master's degree or equivalent in Chinese medicine will earn a DAcCHM.

Program Goals

1. To provide advanced training to qualified practitioners of traditional Chinese medicine in the areas of patient care, system-based medicine, collaborative care, professional development, and evidence-informed practice.
2. To provide continuing education and post-graduate programs for graduates of the traditions of Chinese medicine.
3. To provide a supportive, educational environment conducive to personal growth and academic advancement.
4. To further the understanding of the profession of traditional Chinese medicine through dialogue with other members of the healthcare community and the public at large.
5. To participate in state and national traditional Chinese medicine issues and convey the essence of professionalism to its students.
6. To engage in complementary and integrated healthcare research.
7. To enable graduates to participate in multidisciplinary teams and integrative healthcare settings.

Graduates of Pacific College of Health and Science's T-DAc/T-DAcCHM (Completion), DAc and DAcCHM will be able to:

Patient Care Domain

A. Describe the relevant laws and regulations, including scope of practice, that may govern or limit conducting diagnostic studies.

B. Explain the clinical indications, risks, and benefits for diagnostic procedures.

C. Outline the principles and applications of equipment utilized for diagnostic imaging, laboratory, and other relevant diagnostic tools.

D. Assess written diagnostic reports, including the range of values that distinguish normal from abnormal findings, as relevant to patient care and communication with other healthcare providers.

E. Review findings from relevant diagnostic studies with objective and subjective findings from the assessment of the patient.

F. Communicate effectively with other healthcare providers regarding the results of diagnostic studies.

System-Based Medicine

A. Guide a patient into healthcare systems, e.g., homeless care, elder care, and family services.

B. Identify, describe, and assess possible solutions to healthcare disparities due to socioeconomic factors.

C. Describe the role of acupuncture professionals within current healthcare systems and the impact of that role on patient care.

D. Employ patient care in the context of relevant healthcare systems.

E. Differentiate between models of care and treatment modalities.

Collaborative Care

A. Recognize the impact that organizational culture and established systems have on patient care.

B. Interact appropriately and skillfully with other members of the healthcare team and within that healthcare system.

C. Describe the prevailing and emerging organization, structure, and responsibilities of the healthcare team.

D. Discuss, in the appropriate context, the patient's condition using vocabulary and concepts common to other members of the healthcare team.

E. Articulate the importance of supporting and participating in professional activities and organizations.

F. Compare and contrast common medical models.

Formulating and Implementing Plans for Individual Professional Development

A. Identify and remediate areas of professional weakness.

B. Propose improvement methods in the analysis of practice for the purpose of developing a program of learning on a lifelong basis.

C. Identify sources of ongoing professional development, education, and research, both classical and contemporary.

D. Describe emerging technology systems for information access and management.

E. Assess professional development needs and use available professional development resources to respond to changes in the local, state, regional, and national healthcare environment.

Incorporating Scholarship, Research and Evidence-Based Medicine/Evidence-Informed Practice into Patient Care

A. Describe evidence-based medicine and evidence-informed practice and differentiate between the two.

B. Describe data collection methods to facilitate information dissemination in the field.

C. Assess research, including hypothesis, design, and methods, both qualitative and quantitative.

D. Describe the role and purposes of outcomes research.

E. Modify treatment plans and protocols using new information from current quantitative and qualitative research.

F. Use evidence-based medicine and/or evidence-informed practice to improve the patient care process

Instructional Design

Instructional design includes synchronous, online faculty presentations with an emphasis on case-based instruction complemented by small group discussions, online forum participation, individual projects and presentations, faculty mentorship, and integrative clinical observation. Classes occur in real-time and are interactive. Students and teachers can see and hear each other. The program is 100% online, involving no on-ground instruction. Classes may be offered seven days a week, typically between the hours of 9:00 a.m.-5:30 p.m., Pacific time. Schedules vary from term to term. A student must attend at least 75% of the course hours to satisfy course completion requirements.

The T-DAc/T-DAcCHM (Completion) program is comprised of 22 units of study. The required courses are described below in order to acquaint you with the academic structure of the programs and general content of the courses. Each is subject to change.

T-DAc/T-DAcCHM (COMPLETION) CONTINUING EDUCATION CREDITS

The National Certification Board for Acupuncture and Herbal Medicine (NCBAHM) (formerly National Certification Commission for Acupuncture and Oriental Medicine (NCCAOM)) regularly update their continuing education policies. While some of the transitional doctorate completion program courses are currently approved for continuing education credit by the California Acupuncture Board and accepted as PDAs by NCBAHM, Pacific College of Health and Science cannot make any guarantee regarding our ability to offer CEUs/PDAs for doctoral courses.

To be eligible to receive a continuing education certificate from the CA Acupuncture Board for these courses, you must have successfully passed the course and have 100% attendance. The following courses may be eligible for continuing education credit up to the maximum number of units indicated for each course.

- CL820: Health Care Systems: up to 35 CEUs/PDAs
- WS800: Evidence-Informed Practice: up to 30 CEUs/PDAs
- WS810: Advanced Integrative Diagnosis: up to 28 CEUs/PDAs

To request a CEU certificate, please submit your request via the electronic CEU Request Form. Please follow the NCBAHM (formerly NCCAOM) instructions to submit PDAs from an ACAHM-approved degree program.

T-DAc/T-DAcCHM (COMPLETION) COURSES AND COURSE DESCRIPTIONS

In alphabetical order by course code and subject to change.

CODE	COURSE	UNITS	CRED HRS	PREREQ
BU805	Inter-Professional Communication	1.0	15.0	None
CL820	Health Care Systems	3.0	45.0	None
CL830	Applications of Inter-Professional Communication	2.0	60.0	BU805
IPM800	Integrative Pain Management	2.0	30.0	None
OM806	Practice-Based Learning	3.0	45.0	None
OM810	Integrative Case Management	3.0	45.0	None
TTS101	Technology Training for Online Students	0.0	0.0	None
WS800	Evidence Informed Practice	3.0	45.0	None
WS810	Advanced Integrative Diagnosis	3.0	45.0	None
WS820	Preventative Medicine and Public Health	2.0	30.0	None

BU805
INTER-PROFESSIONAL COMMUNICATION

(offered as BU800 in full, on-ground DAc/DAcCHM program)

Units: 1 didactic
Hours: 15 academic
Prerequisite: None
Concurrent: None
Location: Online

This course will increase effective communication with patients, patient families, and healthcare team members. Students will explore recognized methods of communicating healthcare issues to patients and their families. They will be challenged to describe Chinese medicine theory, techniques, and case information to biomedical professionals, as well as patients. Conversely, they will improve their ability to apply biomedical terminology.

CL820
HEALTH CARE SYSTEMS

(offered as CL810 in full, on-ground DAc/DAcCHM program)

Units: 3 didactic
Hours: 45 academic
Prerequisite: None
Concurrent: None
Location: Online

The course provides entry into one of the most fascinating aspects of American culture where philosophy, economics, and technology intersect with medicine at both its most global and personal levels. In order to play a significant role in the system, students must understand the incredible variety of institutions and personnel that deliver healthcare across the wide spectrum of our diverse population. Along the way, students will grapple with some of the most challenging medical questions of our day and seek to identify Chinese medicine's role in answering them.

CL830
APPLICATIONS OF INTER-PROFESSIONAL COMMUNICATION

(offered as CL770 in full, on-ground DAc/DAcCHM program)

Units: 2 clinical
Hours: 60 academic
Prerequisite: BU805
Concurrent: None
Location: Online

This course provides advanced clinical communication training and experiences in an approved biomedical setting. Doctoral candidates will observe and discuss cases at practicum sites of their choosing in their own locales with, e.g., medical doctors, osteopathic doctors, physician assistants, nurse practitioners, chiropractors, or naturopaths, etc.

IPM800
INTEGRATED PAIN MANAGEMENT

Units: 2 didactic
Hours: 30 academic
Prerequisite: None
Concurrent: None
Location: Online

The purpose of this course is to broaden the student's knowledge of pain management and to teach how to think critically about a variety of integrative pain management approaches. Students will assess the effectiveness of a wide variety of integrative modalities, including mind-body approaches, manual medicine, nutrition, and biomedical and Chinese medicine practice. Students will learn to engage in integrative pain management through treatment planning, lifestyle recommendations, communication/collaboration with healthcare providers, appropriate referral, and an exploration of the patient's support structure.

OM806
PRACTICE-BASED LEARNING

(offered as OM805 in full, on-ground DAc/DAcCHM program)

Units: 3 didactic
Hours: 45 academic
Prerequisite: None
Concurrent: None
Location: Online

The course will help students examine the two fundamental aspects of their healthcare careers: patient care and practice building. Students will identify areas in which both can be improved and create a program for further development. Along the way, the course will review current considerations in developing a successful practice, e.g. research access, marketing, management systems, etc. On the patient care side, students will present to faculty members and fellow doctoral candidates case work that integrates current research, Chinese medical theory, treatment plans, alternative approaches, biomedical considerations, community resources, and prognosis.

OM810
INTEGRATIVE CASE MANAGEMENT

Units: 3 didactic
Hours: 45 academic
Prerequisite: None
Concurrent: None
Location: Online

Using the case-based method, conditions from a variety of specialties will be used to develop a template for the integrative case management of biomedicine and Chinese medicine. The appropriate use of the wide variety of diagnostics, treatments, and community resources pertinent to the given conditions will be analyzed and evaluated.

TTS101
TECHNOLOGY TRAINING FOR ONLINE STUDENTS

Units: 0 didactic
Hours: 0 academic
Prerequisite: None
Concurrent: None
Location: Online

This course introduces the online services of Pacific College of Health and Science and Moodle or BlackBoard, the learning management system. The learning modules cover common activities used for the online portions of your courses. The modules show the various types of activities and resources found in courses and information needed to complete class activities and assignments.

WS800
FOUNDATIONS OF EVIDENCE-INFORMED PRACTICE

(offered as WS550 in full, on-ground DAc/DAcCHM program)

Units: 3 didactic
Hours: 45 academic
Prerequisite: None
Concurrent: None
Location: Online

Evidence-informed practice is an approach to clinical reasoning that integrates clinical experience and findings, patient preferences, and research (all important types of evidence) into the process of healthcare delivery. The student will learn the strengths and limitations of each element of the model and how to use them together to enhance clinical decision-making and patient outcomes.

WS810
ADVANCED INTEGRATIVE DIAGNOSIS

(offered as WS860 in full, on-ground DAc/DAcCHM program)

Units: 3 didactic
Hours: 45 academic
Prerequisite: None
Concurrent: None
Location: Online

Students will further their understanding of biomedical labs, diagnostic imaging, health screening, functional medicine labs, and more. Student will increase their ability to exchange diagnostic information with other healthcare providers. Most importantly, students will critically analyze the diagnostic options and be able to inform patients of their relative merits.

WS820
PREVENTIVE MEDICINE AND PUBLIC HEALTH

(offered as WS830 in full, on-ground DAc/DAcCHM program)

Units: 2 didactic
Hours: 30 academic
Prerequisite: None
Concurrent: None
Location: Online

Preventive medicine and public health presents epidemiology, risk factors, determinants of health, effects of different cultural practices, genetic predispositions, the effect of climates on the incidence of disease, and more. In addition to conventional therapies, students will analyze and evaluate the role of Chinese medicine in preventive medicine and public health, along with the effects of diet, exercise, meditation, and more.

T-DAc/T-DAcCHM (COMPLETION) FULL-TIME MODEL CURRICULUM, ONLINE

Subject to change.

CODE	COURSE	UNITS	HOURS	PREREQ	CONCUR
TERM 1					
TTS101	Technology Training for Online Students	0.0	0.0	None	None
WS800	Foundations of Evidence-Informed Practice	3.0	45.0	None	None
BU805	Inter-Professional Communication	1.0	15.0	None	None
OM810	Integrative Case Management	3.0	45.0	None	None
WS810	Advanced Integrative Diagnosis	3.0	45.0	None	None
IPM800	Integrative Pain Management	2.0	30.0	None	None
TOTAL UNITS/HOURS:		**12.0**	**180.0**		
TERM 2					
CL830	Applications of Inter-Professional Communication	2.0	60.0	BU805	None
CL820	Health Care Systems	3.0	45.0	None	None
OM806	Practice-Based Learning	3.0	45.0	None	None
WS820	Preventive Medicine and Public Health	2.0	30.0	None	None
TOTAL UNITS/HOURS:		**10.0**	**180.0**		
PROGRAM TOTAL:		**22.0**	**360.0**		

DOCTOR OF ACUPUNCTURE (DAc) AND DOCTOR OF ACUPUNCTURE WITH A CHINESE HERBAL MEDICINE SPECIALIZATION (DAcCHM)

DAc	
Total Units:	150.0
Total Hours:	2,805.0
Location:	New York / Chicago

DAcCHM	
Total Units:	192.0 / 190.0
Total Hours:	3,532.5 / 3,502.5
Location:	San Diego / New York, Chicago

Educational Purpose

The purpose of the doctoral programs is to present and ensure a graduate's mastery of the core, foundational, and advanced competencies required of doctoral-level practitioners of acupuncture. Foundational competencies include the knowledge and application of the theoretical basis of Chinese medicine, critical thinking, history taking and physical examination, diagnosis, case management, treatment principles and skills, emergency care, patient education, ethics, and practice management. Advanced competencies include the knowledge and application of advanced diagnostic studies, patient care systems, collaborative care, evidence-informed practice, practice-based learning, and professional development. The DAcCHM program also includes the study of Chinese herbology. Achievement of these competencies enables doctoral graduates to practice as independent healthcare providers in a variety of settings.

Program Learning Outcomes

1. Demonstrate personal, professional, ethical and legal standards, safety, and sound judgment.
2. Explain the etiology of disease from a traditional Chinese medical and biomedical perspective and recommend disease prevention strategies.
3. Evaluate patients following an evidence-informed, critical thought process.
4. Recognize signs and symptoms necessitating referral to appropriate healthcare providers and implement emergency procedures when necessary.
5. Establish treatment principles based on critical analysis with measurable outcomes.
6. Formulate, administer, and evaluate treatment plans based on evidence and patient needs.
7. Interact appropriately and skillfully with other members of the healthcare team and within a healthcare system.
8. Demonstrate knowledge of biomedicine and diagnostic tools.
9. Demonstrate leadership and teamwork through clinical and research-based collaboration with other healthcare professionals.
10. Demonstrate an ability to contribute to the knowledge base of the profession.
11. Demonstrate the skill of practice-based learning and professional development.
12. Demonstrate competency in Chinese herbal medicine (DAcCHM only).

Program Goals

1. To train qualified practitioners of Chinese medicine.
2. To enable graduates of its master's and doctoral degree programs to apply the principles of traditional Chinese medicine and natural healing and become an integral part of the modern healthcare system.
3. To inspire, through the presentation of traditional Chinese medicine and natural healing, a deep and lasting respect for the integrity of the human body, mind, and spirit.
4. To provide a supportive, educational environment conducive to personal growth and academic advancement.
5. To further the understanding traditional Chinese medicine through dialogue with other members of the healthcare community and the public at large.
6. To engage in complementary and integrated healthcare research.
7. To enable graduates to participate in multidisciplinary teams and integrative healthcare settings.
8. To provide traditional Chinese medicine services to the community.

Educational Process

The DAc and DAcCHM programs comprise the core MSAc and MSAcCHM curricula plus the subjects of evidence-informed practice, systems-based medicine, collaborative care, advanced integrative diagnosis, interprofessional communication, and practice-based learning to meet the advanced doctoral competencies.

DAc/DAcCHM COURSES AND COURSE DESCRIPTIONS

In alphabetical order by course code and subject to change.

DAc/DAcCHM courses and course descriptions shared with MSAc/MSAcCHM can be found under Academic Programs > Acupuncture and Chinese Medicine > Master of Acupuncture (MSAc) and Master of Acupuncture with a Chinese Herbal Medicine Specialization (MSAcCHM) > DAc/DAcCHM and MSAc/MSAcCHM Courses and Course Descriptions.

CODE	COURSE	UNITS	CRED HRS	PREREQ
BU800	Inter-Professional Communication	1.0	15.0	CL211, CL542 or CL541a
CL770	Applications of Inter-Professional Communication	2.0	60.0	BU800, CL612a
CL810	Health Care Systems	3.0	45.0	None
OM805	Practice-Based Learning	3.0	45.0	None
TTS101	Technology Training for Online Students	0.0	0.0	None
WS840	Clinical Research Design and Statistics	2.0	30.0	WS550
WS860	Advanced Integrative Diagnosis	3.0	45.0	WS656
WS830	Preventative Medicine and Public Health	2.0	30.0	WS550

In each of the doctoral courses, you should notice an increased emphasis on application, analysis, synthesis, and evaluation of the course content. The days of passive learning have passed. As future practicing professionals, you and your classmates will be expected to enrich each other with your experience, reflection, and wisdom. Each of the courses below presents significant and substantial material. These brief descriptions cannot do them justice. For more comprehensive descriptions, please contact the College admissions department.

BU800
INTER-PROFESSIONAL COMMUNICATION

(offered as BU805 in online T-DAc/T-DAcCHM (COMPLETION) program)

Units: 1 didactic
Hours: 15 academic
Prerequisite: CL211, CL542 or CL541a
Concurrent: None
Location: San Diego, New York, Chicago

This course will increase effective communication with patients, patient families, and healthcare team members. Students will explore recognized methods of communicating healthcare issues to patients and their families. They will be challenged to describe Chinese medicine theory, techniques, and case information to biomedical professionals, as well as patients, and improve their ability to apply biomedical terminology.

CL770
APPLICATIONS OF INTER-PROFESSIONAL COMMUNICATION

(offered as CL830 online T-DAc/T-DAcCHM (COMPLETION) program)

Units: 2 lab
Hours: 60 academic
Prerequisite: BU800, CL612a
Concurrent: None
Location: San Diego, New York, Chicago

This course provides advanced clinical communication training and experiences in an approved biomedical setting. Doctoral candidates will observe and discuss cases at practicum sites of their choosing in their own locales with professionals that could include medical doctors, osteopathic doctors, physician assistants, nurse practitioners, chiropractors, or naturopaths.

CL810
HEALTH CARE SYSTEMS

(offered as CL820 in online T-DAc/T-DAcCHM program)

Units: 3 didactic
Hours: 45 academic
Prerequisite: None
Concurrent: None
Location: San Diego, New York, Chicago

The course provides entry into one of the most fascinating aspects of American culture, where philosophy, economics, and technology intersect with medicine at both global and personal levels. In order to play a significant role in the system, students must understand the incredible variety of institutions and personnel that deliver healthcare across the wide spectrum of our diverse population. Along the way, students will grapple with some of the most challenging medical questions of our day and seek to identify Chinese medicine's role in answering them.

OM805
PRACTICE-BASED LEARNING

(offered as OM806 in online T-DAc/T-DAcCHM (COMPLETION) program)

Units: 3 didactic
Hours: 45 academic
Prerequisite: None
Concurrent: None
Location: San Diego, New York, Chicago

The course will help students examine the two fundamental aspects of their healthcare careers: patient care and practice building. Students will identify areas in which both can be improved and create a program for further development. Along the way, the course will review current considerations in developing a successful practice, e.g., research access, marketing, management systems, etc. On the patient care side, students will present to faculty members and fellow doctoral candidates casework that integrates current research, Chinese medical theory, treatment plans, alternative approaches, biomedical considerations, community resources, and prognosis.

TTS101
TECHNOLOGY TRAINING FOR ONLINE STUDENTS

Units: 0 didactic
Hours: 0 academic
Prerequisite: None
Concurrent: None
Location: Online

This course introduces the online services of Pacific College of Health and Science and Moodle or BlackBoard, the learning management system. The learning modules cover common activities used for the online portions of your courses. The modules show the various types of activities and resources found in courses and information needed to complete class activities and assignments.

WS830
PREVENTIVE MEDICINE AND PUBLIC HEALTH

(offered as WS820 in online T-DAc/ T-DAcCHM (COMPLETION) program)

Units: 2 didactic
Hours: 30 academic
Prerequisite: WS550
Concurrent: None
Location: San Diego, New York, Chicago

This course discusses epidemiology, risk factors, determinants of health, effects of different cultural practices, genetic predispositions, the effect of climates on the incidence of disease, and more. In addition to conventional therapies, students will analyze and evaluate the role of Chinese medicine in preventive medicine and public health, along with the effects of diet, exercise, meditation, and more.

WS840
CLINICAL RESEARCH DESIGN AND STATISTICS

(offered as WS800 in online T-DAc/ T-DAcCHM (COMPLETION) program)

Units: 3 didactic
Hours: 45 academic
Prerequisite: WS550
Concurrent: None
Location: San Diego, New York, Chicago

Building on the Foundations of Evidence-Informed Practice, students will delve into the proper inductive methods for acquiring and validating clinical knowledge. The course presents the principles of experimental research design and statistics. It is designed to give acupuncturists an understanding of valid research and an appreciation of its importance to our profession. From placebo to experiments to proof, this course will challenge how you determine what is true.

WS860
ADVANCED INTEGRATIVE DIAGNOSIS

(offered as WS810 in online T-DAc/T-DAcCHM (COMPLETION)program)

Units: 3 didactic
Hours: 45 academic
Prerequisite: WS656
Concurrent: None
Location: San Diego, New York, Chicago

Students will further their understanding of biomedical labs, diagnostic imaging, health screening, functional medicine labs, and more. Students will improve their ability to exchange diagnostic information with other healthcare providers. Most importantly, students will critically analyze the diagnostic options and learn how to inform patients of their relative merits.

DAc FULL-TIME MODEL CURRICULUM, NEW YORK AND CHICAGO

Subject to change.

CODE	COURSE	UNITS	HOURS	PREREQ	CONCUR	EXAM REQ	REQ FOR COMP
TERM 1							
TTS101	Technology Training for Online Students	0.0	0.0	None	None	-	-
OM511	Fundamentals of Chinese Medicine 1	3.0	45.0	None	None	-	1, 2
OM501	Foundations of Chinese Medicine	3.0	45.0	None	None	-	1, 2
BT124 (BT524 in NY)	Taiji/Qigong	1.5	30.0	None	None	-	-
CL501	Introduction to Clinical Observation	1.0	15.0	None	None	-	1, 2
CL211	Clinical Counseling 1: The Student	1.5	30.0	None	None	-	1, 2
WS521	Anatomy and Physiology 1	2.5	37.5	None	WS525.L1	-	1, 2
WS525.L1	Anatomy and Physiology 1 Lab	1.0	30.0	None	WS521	-	1, 2
TOTAL UNITS/HOURS:		**13.5**	**232.5**				
TERM 2							
OM512	Fundamentals of Chinese Medicine 2	3.0	45.0	OM511	None	-	1, 2
AC504a	Acupuncture Channels and Points 1	2.5	45.0	WS521, WS525.L1, OM511	None	-	1, 2
WS515	Anatomy and Physiology 2	3.0	45.0	BIO101, WS521, WS525.L1	None	-	1, 2
HB501	Introduction to Chinese Herbology	2.0	30.0	OM511	None	-	1, 2
BT130 (BT530 in NY)	Tui Na Hand Techniques	1.5	30.0	None	None	-	1, 2
CL531a	Clinical Observation	2.0	60.0	OM511, CL501	CPR/First Aid	-	1, 2
CF0.00	CPR/First Aid (8 hours required)	0.0	0.0	None	None	-	1, 2
TOTAL UNITS/HOURS:		**14.0**	**255.0**				
TERM 3							
OM513	Fundamentals of Chinese Medicine 3	3.0	45.0	OM512	None	-	1, 2
AC505a	Acupuncture Channel and Points 2	2.5	45.0	AC504a, OM512	OM512 ok	-	1, 2
BT230 (BT580 in NY)	Tui Na Structural Techniques	1.5	30.0	BT130 (BT530 in NY)	None	-	-
WS527	Anatomy and Physiology 3	3.0	45.0	WS515	None	-	1, 2
WS550	Foundations of Evidence-Informed Practice	3.0	45.0	OM511	None	-	1, 2
AC511a	Introduction to Clinical Techniques	2.5	45.0	AC504a	CL532a	-	1, 2
CL532a	Clinical Assistantship 1	2.0	60.0	CL211, CL531a, HB501, AC504a, BT130, (BT530 in NY)	AC511a	-	-
TOTAL UNITS/HOURS:		**17.5**	**315.0**				
TERM 4							
OM514	Fundamentals of Chinese Medicine 4	3.0	45.0	AC504a, OM513	None	-	1, 2
WS528	Anatomy and Physiology 4	3.0	45.0	WS515	None	-	1, 2
WS207	Survey of Biochemical Principles	2.0	30.0	CHEM101, BIO101	None	-	1, 2
AC506a	Acupuncture Channels and Points 3	2.5	45.0	AC505a, OM513	None	-	1, 2
AC512a	Needle Technique	2.5	45.0	AC505a, AC511a	AC506a	-	1, 2
CL533a	Clinical Assistantship 2	2.0	60.0	AC511a, AC505a, CL532a	None	-	-
CL502	Introduction to Associate Internship	1.0	15.0	CL532a	None	-	2
TOTAL UNITS/HOURS:		**16.0**	**285.0**			First Comprehensive Exam	

DAc FULL-TIME MODEL CURRICULUM, NEW YORK AND CHICAGO

Subject to change.

CODE	COURSE	UNITS	HOURS	PREREQ	CONCUR	EXAM REQ	REQ FOR COMP
TERM 5							
CL541a	Associate Internship 1	2.0	60.0	AC512a, CL502, BT230 (BT580 in NY)	None	1	-
AC631	Auricular Micro Therapy	2.5	45.0	AC506a, AC512a	None	1	2
WS506	Eastern and Western Nutrition	3.0	45.0	HB501, WS207	None	-	-
WS531	Pathophysiology 1	3.0	45.0	WS528	None	1	2
WS541a	Ortho-Neuro Eval 1	2.0	45.0	WS528	None	1	2
AC611a	Advanced Needle Techniques	2.5	45.0	AC512a	None	1	2
TOTAL UNITS/HOURS:		**15.0**	**285.0**				
TERM 6							
OM613	Acupuncture Therapeutics 1	3.0	45.0	OM514, WS550	None	1	2
WS542a	Ortho-Neuro Eval 2	2.0	45.0	WS541a	None	1	2
AC632	Secondary Vessels	2.5	45.0	AC506a , AC611a	None	1	2
AC633	Combined Point Applications	2.5	45.0	AC506a , AC512a	None	1	2
WS632	Pathophysiology 2	3.0	45.0	WS528	None	1	2
BU800	Inter-Professional Communication	1.0	15.0	CL211, CL542	None	-	-
CL503	Associate Internship Grand Rounds	1.0	15.0	CL541a	None	-	-
CL542a	Associate Internship 2	2.0	60.0	CL503	None	-	-
TOTAL UNITS/HOURS:		**17.0**	**315.0**		Second Comprehensive Exam Prereq: Pass First Comprehensive Exam (All Sections)		
TERM 7							
OM614	Acupuncture Therapeutics 2	3.0	45.0	OM613	None	1	
WS652a	Physical Exam	2.5	45.0	WS531, WS632	None	1	
WS651	Pharmacology	2.0	30.0	WS531, WS632	None	1	
WS204	Biological Aspects of Physics	2.5	37.5	None	None	-	
WS840	Clinical Research Design and Statistics	2.0	30.0	WS550	None	-	
CL651a	Senior Internship 1	2.0	60.0	CL542a	1 of: [OM614, OM615, OM616], AC613a, WS652a	1, 2	
CL652a	Senior Internship 2	2.0	60.0	CL542a	AC613a, WS652a, 1 of: [OM614, OM615, OM616]	1, 2	
TOTAL UNITS/HOURS:		**16.0**	**307.5**				

NOTE: AC611a, AC613a, AC631, AC632, AC633 Students must attempt first-year COMPS to enroll in Term 5 needling courses. Passing is not required.

DAc FULL-TIME MODEL CURRICULUM, NEW YORK AND CHICAGO

Subject to change.

CODE	COURSE	UNITS	HOURS	PREREQ	CONCUR	EXAM REQ	REQ FOR COMP
TERM 8							
OM615	Acupuncture Therapeutics 3	3.0	45.0	OM613	None	1	
BU611	Practice Management and Ethics	3.0	45.0	None	None	1	
AC613a	Treatment of Orthopedic Disorders	2.0	45.0	AC611a, WS542a	None	1	
WS656	Clinical Science	3.0	45.0	WS651	None	1	
CL810	Health Care Systems	3.0	45.0	None	None	2	
OM805	Practice-Based Learning	3.0	45.0	None	None		
CL653a	Senior Internship 3	2.0	60.0	CL652a, AC613a, WS652a	1 of: [OM614, OM615, OM616]	1, 2	
CL654a	Senior Internship 4	2.0	60.0	CL652a, AC613a, WS652a	1 of: [OM614, OM615, OM616]	1, 2	
TOTAL UNITS/HOURS:		**21.0**	**390.0**				
TERM 9							
OM616	Acupuncture Therapeutics 4	3.0	45.0	OM613	None	1	-
BU612	Medical-Legal Report Writing	2.0	30.0	None	Intern	1, 2	-
	Specialty Elective	1.0	15.0	-	-	-	-
WS830	Preventive Medicine and Public Health	2.0	30.0	WS550	None	2	-
WS860	Advanced Integrative Diagnosis	3.0	45.0	WS656	None	-	-
CL770	Application of Inter-Professional Communication (Practicum)	2.0	60.0	CL612a, BU800	None	-	-
CL655a	Senior Internship 5	2.0	60.0	CL653a	1 of: [OM614 OM615, OM616]	1, 2	-
CL656a	Senior Internship 6	2.0	60.0	CL653a	Cl655a, 1 of: [OM614 OM615, OM616]	1, 2	-
CL657a	Senior Internship 7	2.0	60.0	CL653a	Cl655a, 1 of: [OM614 OM615, OM616]	1,2	-
OM643	Licensure Exam Preparatory Course	1.0	15.0	None	None	1, 2	-
TOTAL UNITS/HOURS:		**20.0**	**420.0**				
TOTAL PROGRAM UNITS/HOURS		**150.0**	**2,805.0**				

NOTE: AC611a, AC613a, AC631, AC632, AC633 Students must attempt first-year COMPS to enroll in Term 5 needling courses. Passing is not required.

DAcCHM FULL-TIME MODEL CURRICULUM, SAN DIEGO, NEW YORK AND CHICAGO

Subject to change.

CODE	COURSE	UNITS	HOURS	PREREQ	CONCUR	EXAM REQ	REQ FOR COMP
TERM 1							
TTS101	Technology Training for Online Students	0.0	0.0	None	None	-	-
OM511	Fundamentals of Chinese Medicine 1	3.0	45.0	None	None	-	1, 2
OM501	Philosophical and Historical Foundations of Chinese Medicine	3.0	45.0	None	None	-	1, 2
BT124 (BT524 in NY)	Taiji/Qigong	1.5	30.0	None	None	-	-
CL211	Clinical Counseling 1	1.5	30.0	None	None	-	1, 2
CL501	Introduction to Clinical Observation	1.0	15.0	None	None	-	1, 2
WS521	Anatomy and Physiology 1	2.5	37.5	None	WS525.L1	-	1, 2
WS525.L1	Anatomy and Physiology 1 Lab	1.0	30.0	None	WS521	-	1, 2
WS202	Medical Terminology	1.5	22.5	None	None	-	1, 2
TOTAL UNITS/HOURS:		**15.0**	**255.0**				
TERM 2							
OM512	Fundamentals of Chinese Medicine 2	3.0	45.0	OM511	None	-	1, 2
AC504a	Acupuncture Channels and Points 1	2.5	45.0	WS521, WS525.L1, OM511	None	-	1, 2
WS515	Anatomy and Physiology 2	3.0	45.0	BIO101, WS521, WS525.L1	None	-	1, 2
HB501	Introduction to Chinese Herbology	2.0	30.0	OM511	None	-	1, 2
BT130 (BT530 in NY)	Tui Na Hand Techniques	1.5	30.0	None	None	-	1, 2
CL531	Clinical Observation	2.0	60.0	CL501, OM511	CPR/First Aid	-	1, 2
CF0.00	CPR/First Aid (8 hours required)	0.0	0.0	None	None	-	1, 2
TOTAL UNITS/HOURS:		**14.0**	**255.0**				
TERM 3							
OM513	Fundamentals of Chinese Medicine 3	3.0	45.0	OM512	None	-	1, 2
AC505a	Acupuncture Channel and Points 2	2.5	45.0	AC504a, OM512	None	-	1, 2
BT230 (BT580 in NY)	Tui Na Structural Techniques	1.5	30.0	BT130 (BT530 in NY)	None	-	-
HB514	Herbology 1	2.0	30.0	HB501	None	-	Herb Comp, 2
WS527	Anatomy and Physiology 3	3.0	45.0	WS515	None	-	1, 2
WS550	Foundations of Evidence-Informed Practice	3.0	45.0	OM511	None	-	1, 2
AC511a	Introduction to Clinical Techniques	2.5	45.0	AC504a	CL532	-	1, 2
CL532	Clinical Assistantship 1	2.0	60.0	CL211, CL531, HB501, AC504a, BT130 (BT530 in NY)	AC511a	-	-
TOTAL UNITS/HOURS:		**19.5**	**345.0**				
TERM 4							
OM514	Fundamentals of Chinese Medicine 4	3.0	45.0	AC504a, OM513	None	-	1, 2
WS207	Survey of Biochemical Principles	2.0	30.0	CHEM101, BIO101	None	-	1, 2
WS528	Anatomy and Physiology 4	3.0	45.0	WS515	None	-	1, 2
HB515	Herbology 2	2.0	30.0	HB501, OM512	None	-	Herb Comp, 2
AC506a	Acupuncture Channels and Points 3	2.5	45.0	AC505a, OM513	None	-	1, 2
AC512a	Needle Technique	2.5	45.0	AC505a, AC511a	AC506a	-	1, 2
CL533	Clinical Assistantship 2	2.0	60.0	HB514, AC511a, AC505a, CL532	None	-	-
TOTAL UNITS/HOURS:		**17.0**	**300.0**	First Comprehensive Exam (Except Herbology Exams)			

DAcCHM FULL-TIME MODEL CURRICULUM, SAN DIEGO, NEW YORK AND CHICAGO

Subject to change.

CODE	COURSE	UNITS	HOURS	PREREQ	CONCUR	EXAM REQ	REQ FOR COMP
TERM 5							
WS204	Biological Aspects of Physics	2.5	37.5	None	None	-	-
AC631	Auricular Micro Therapy	2.5	45.0	AC506a, AC512a	None	1	2
HB516	Herbology 3	3.0	45.0	HB501, OM513	None	-	Herb Comp, 2
CL502	Introduction to Associate Internship	1.0	15.0	CL532	None	-	2
WS531	Pathophysiology 1	3.0	45.0	WS528	None	1	2
WS541a	Ortho-Neuro Eval 1	2.0	45.0	WS528	None	1	2
AC611a	Advanced Needle Techniques	2.5	45.0	AC512a	None	1	2
TOTAL UNITS/HOURS:		**16.5**	**277.5**	First Comprehensive Exam (Herbology Exams Only)			
TERM 6							
OM651	Diagnosis and Treatment of Disease 1	3.0	45.0	HB516, OM514, WS550	HB621	1	2
HB621	Herbology 4	3.0	45.0	HB516	None	1	Herb Comp
WS542a	Ortho-Neuro Eval 2	2.0	45.0	WS541a	None	1	2
AC632	Secondary Vessels	2.5	45.0	AC506a , AC611a	None	1	2
WS632	Pathophysiology 2	3.0	45.0	WS528	None	1	2
CL541	Associate Internship 1	2.0	60.0	CL502, CL533, AC512a, BT230 (BT580 in NY)	None	1	-
TOTAL UNITS/HOURS:		**15.5**	**285.0**				
TERM 7							
OM652	Diagnosis and Treatment of Disease 2	3.0	45.0	HB621, OM651	None	1	2
HB622	Herbology 5	3.0	45.0	HB621	None	1	Herb Comp
AC633	Combined Point Applications	2.5	45.0	AC506a, AC512a	None	1	2
WS840	Clinical Research Design and Statistics	2.0	30.0	WS550	None	-	-
WS506	Eastern and Western Nutrition	3.0	45.0	HB501, WS207	None	-	-
WS651	Pharmacology	2.0	30.0	WS531, WS632	None	1	2
CL503	Associate Internship Grand Rounds	1.0	15.0	CL502	None	1	-
CL542	Associate Internship 2	2.0	60.0	CL541	CL503	1	-
TOTAL UNITS/HOURS:		**18.5**	**315.0**	Second Comprehensive Exam (Except Herbology Exams) Prereq: Pass First Comprehensive Exam (All Sections)			

NOTE: AC611a, AC613a, AC631, AC632, AC633 Students must attempt first-year COMPS to enroll in Term 5 needling courses. Passing is not required.

DAcCHM FULL-TIME MODEL CURRICULUM, SAN DIEGO, NEW YORK AND CHICAGO

Subject to change.

CODE	COURSE	UNITS	HOURS	PREREQ	CONCUR	EXAM REQ	REQ FOR COMP
TERM 8							
OM653	Diagnosis and Treatment of Disease 3	3.0	45.0	HB621, OM651	None	1	
HB623	Herbology 6	3.0	45.0	HB621	None	1	Herb Comp
WS656	Clinical Science	3.0	45.0	WS651	None	1	-
AC613a	Treatment of Orthopedic Disorders	2.0	45.0	AC611a, WS542a	None	1	-
WS652a	Physical Exam	2.5	45.0	WS531, WS632	None	1	-
CL612a	Clinical Counseling 2: The Patient	1.5	30.0	None	CL543 or any of CL651-CL659	1	-
BU800	Inter-Professional Communication	1.0	15.0	CL211, CL542	None	1	-
CL543	Associate Internship 3	2.0	60.0	CL542	None	1	-
TOTAL UNITS/HOURS:		**18.0**	**330.0**	Second Comprehensive Exam (Herbology Exams Only) Prereq: Pass First Comprehensive Exam (All Sections			
TERM 9							
OM704	Diagnosis and Treatment of Disease 4	3.0	45.0	OM651, HB621	None	1	-
HB631	Chinese Herbs and Internal Medicine 1	3.0	45.0	HB623	None	1, 2	-
HB642	Shang Han Lun/Wen Bing	3.0	45.0	HB623	None	1, 2	-
WS860	Advanced Integrative Diagnosis	3.0	45.0	WS656	None	2	-
CL651	Senior Internship 1	2.0	60.0	CL612a, CL543, OM651, WS652a, 2 of [OM652, OM653, OM704]	None	1, 2	-
CL652	Senior Internship 2	2.0	60.0	CL612a, CL543, OM651, WS652a, 2 of [OM652, OM653, OM704]	None	1, 2	-
CL653	Senior Internship 3	2.0	60.0	CL612a, CL543, OM651, WS652a, 2 of [OM652, OM653, OM704]	None	1, 2	-
TOTAL UNITS/HOURS:		**18.0**	**360**				

NOTE: AC611a, AC613a, AC631, AC632, AC633 Students must attempt first-year COMPS to enroll in Term 5 needling courses. Passing is not required.

DAcCHM FULL-TIME MODEL CURRICULUM, SAN DIEGO, NEW YORK AND CHICAGO

Subject to change.

CODE	COURSE	UNITS	HOURS	PREREQ	CONCUR	EXAM REQ	REQ FOR COMP
TERM 10							
OM705	Diagnosis and Treatment of Disease 5	3.0	45.0	HB621, OM651	None	1, 2	-
HB632	Chinese Herbs and Internal Medicine 2	3.0	45.0	HB631	None	1, 2	-
BU611	Practice Management and Ethics	3.0	45.0	None	None	1	-
CL810	Health Care Systems	3.0	45.0	None	None	2	-
CL654	Senior Internship 4	2.0	60.0	CL651, 1 of: [HB631, HB632, HB633]	None	1, 2	-
CL655	Senior Internship 5	2.0	60.0	CL651, 1 of: [HB631, HB632, HB633]	None	1, 2	-
CL656	Senior Internship 6	2.0	60.0	CL651, 1 of: [HB631, HB632, HB633]	None	1, 2	-
TOTAL UNITS/HOURS:		**18.0**	**360.0**				
TERM 11							
	Specialty Elective	1.0	15.0	-	-	-	-
WS830	Preventive Medicine and Public Health	2.0	30.0	WS550	None	2	-
HB633	Chinese Herbs and Internal Medicine 3	3.0	45.0	HB631	None	1, 2	-
BU612	Medical-Legal Report Writing	2.0	30.0	None	Intern	1, 2	-
OM805	Practice-Based Learning	3.0	45.0	None	None	2	-
CL770	Application of Inter-Professional Communication (Practicum)	2.0	60.0	CL612a, BU800	None	2	-
CL657	Senior Internship 7	2.0	60.0	CL651, 2 of: [HB631, HB632, HB633]	None	1, 2	-
CL658	Senior Internship 8	2.0	60.0	CL651, 2 of: [HB631, HB632, HB633]	None	1, 2	-
CL659	Senior Internship 9	2.0	60.0	CL651, 2 of: [HB631, HB632, HB633]	None	1, 2	-
OM642	Licensure Exam Preparatory Course (San Diego)	3.0	45.0	None	None	1, 2	-
OM643	Licensure Exam Preparatory Course (New York and Chicago)	1.0	15.0	None	None	1, 2	
TOTAL UNITS/HOURS (SAN DIEGO):		**22.0**	**450.0**				
TOTAL UNITS/HOURS (NEW YORK, CHICAGO)		**20.0**	**420.0**				
TOTAL PROGRAM UNITS/HOURS (SAN DIEGO)		**192.0**	**3,532.5**				
TOTAL PROGRAM UNITS/HOURS (NEW YORK, CHICAGO)		**190.0**	**3,502.5**				

MASTER OF SCIENCE IN ACUPUNCTURE (MSAc) AND MASTER OF SCIENCE IN ACUPUNCTURE WITH A CHINESE HERBAL MEDICINE SPECIALIZATION (MSAcCHM)

MSAc	
Total Units:	133.5
Total Hours:	2,505.0
Location:	New York, Chicago

MSAcCHM	
Total Units:	180.5 / 178.5
Total Hours:	3,337.5 / 3,307.5
Location:	San Diego / New York, Chicago

Please note that New York offers the Bachelor of Professional Studies/Master of Acupuncture (MSAc) and Bachelor of Professional Studies/Master of Acupuncture with Chinese Herbal Medicine specialization.

Educational Purpose

The purpose of the master's in acupuncture degree programs is to train practitioners of Chinese medicine and enable them to function as primary, independent healthcare providers. The programs enable graduates to apply the principles of Chinese medicine, to take the national certification examinations, the California Acupuncture Licensure Exam (MSAcCHM program only) and, most importantly, to become an integral part of the modern healthcare system.

Program Learning Outcomes

Graduates of Pacific College of Health and Science's master's degree programs will:

1. Demonstrate personal, professional, ethical, and legal standards, safety, and sound judgment.
2. Explain the etiology of disease from a traditional Chinese and biomedical perspective and apply this understanding by recommending disease prevention strategies.
3. Evaluate patients exhibiting complaints commonly seen and treated by Chinese medicine and in a manner that indicates cognizance of all relevant Chinese medical diagnostic paradigms.
4. Recognize signs and symptoms necessitating referral to appropriate complementary healthcare providers.
5. Formulate treatment principles for patients that follow logically from the diagnosis and in a manner that prioritizes treatment procedures.
6. Formulate acupuncture, herbal (MSAcCHM graduates), and supplemental treatment plans and be able to provide a logical rationale for such plans.
7. Communicate in a professional and knowledgeable manner about Chinese medicine and biomedicine with relevant healthcare professionals.
8. Be able to personally, or by the use of appropriate support personnel, administer the designated treatment plan.
9. Demonstrate knowledge of clinical sciences from a traditional Chinese and biomedical perspective.
10. Demonstrate a developing ability to contribute to the knowledge base of the profession.

Program Goals (MSAc, MSAcCHM)

1. To train qualified practitioners of Chinese medicine.
2. To enable graduates of its master's and doctoral degree programs to apply the principles of traditional Chinese medicine and natural healing and become an integral part of the modern healthcare system.
3. To inspire, through the presentation of traditional Chinese medicine and natural healing, a deep and lasting respect for the integrity of the human body, mind, and spirit.
4. To provide a supportive, educational environment conducive to personal growth and academic advancement.
5. To further the understanding traditional Chinese medicine through dialogue with other members of the healthcare community and the public at large.
6. To engage in complementary and integrated healthcare research.
7. To enable graduates to participate in multidisciplinary teams and integrative healthcare settings.
8. To provide traditional Chinese medicine services to the community.

Educational Process

The educational process at Pacific College of Health and Science emphasizes integration and synergy of subject matter. The fundamentals of all aspects of Chinese medicine are introduced in the first academic phase, which includes herbology, acupuncture, anatomy, Asian body therapy, qigong, taiji, clinical observation and assistantship.

With Pacific College of Health and Science's approach, each subject complements and reinforces the others. Students learn how both Eastern and Western systems view disease; in the MSAcCHM program, herbology is also an equal partner. Treatment, diagnosis, and clinical experience are introduced from the beginning of the program. As students sharpen their mental and physical diagnostic skills, taiji and qigong benefit their health and sensitivity. Students learn tui na (Chinese medical massage), the Chinese equivalent of physical therapy, along with many powerful, non-invasive acupuncture techniques such as moxibustion and cupping. In some states, students can start their own massage therapy practice while in the master's degree programs (ask your admissions representative for specific state license information). This helps them assimilate what they have learned in class, supplement their incomes, and provide the real experience of healing. The first academic and clinical phase of the program prepares the student for the associate intern experience.

As an associate intern in the second phase of the program, students work as part of a medical team comprising assistants, senior interns, and licensed acupuncturists. In Pacific College of Health and Science's off-site internships, the team may be expanded to include medical students, medical doctors, nurse practitioners, athletic trainers, physical therapists, and counselors, depending on the facility. Students get hands-on experience helping people with holistic and Chinese methods of treatment while working alongside allied healthcare colleagues. The clinical experience prepares students for the responsibility of accepting their own patients as a senior intern in the third phase of the program.

The second phase of the classroom experience leads to a more in-depth understanding of the practice of acupuncture, Chinese medicine, and biomedicine. Advanced needling techniques and advanced herbal prescriptions and modifications (MSAcCHM program) are practiced. The Diagnosis and Treatment of Disease (DTD) courses in the MSAcCHM program comprise an innovative, five-course series in integrative medicine. The Acupuncture Therapeutics courses in the MSAc programs are counterparts to the DTD courses, with a focus on acupuncture treatments for a wide variety of conditions. Complementing the paradigms of Chinese medical diagnosis and treatment, senior faculty members present the integration of biomedical tests, therapies and community resources that are most useful to the Chinese medical practitioner. Perhaps more important than the medical content, students are introduced to and required to apply the principles of self-directed learning and life-long learning skills that will be necessary throughout the series and later in private practice. These are the skills that truly distinguish the Pacific College of Health and Science graduate as an independent practitioner and one capable of working within the wider medical community. A case-based learning curriculum emphasizes the integration and application of Chinese medicine, biomedicine, and research skills to support strong evidence-informed reasoning.

In the final phase of academic courses and clinical internship, much classroom time is spent discussing clinical cases. Understanding deepens and the students embody and assimilate, as well as memorize, the fine points of their art. Students master the principles of Chinese herbal (MSAcCHM programs) and acupuncture treatment and directly experience the result of their studies when their clinical patients improve.

Pacific College of Health and Science recognizes that our profession attracts older students as well as graduate students entering their first profession. To assist students with family or employment responsibilities, flexibility can be designed into the course of study whenever possible. To increase the potential for success, a College representative can discuss various options early in the admissions process and as the student progresses through the program.

DAc/DAcCHM AND MSAc/MSAcCHM COURSES AND COURSE DESCRIPTIONS

In alphabetical order by course code in section and subject to change

DAc/DAcCHM courses and course descriptions shared with MSAc/MSAcCHM begin here.

CODE	COURSE	UNITS	CRED HRS	PREREQ	CONCUR
CF0.00	Cardiopulmonary Resuscitation/First Aid	0.0	0.0	None	None
TTS101	Technology Training for Online Students	0.0	0.0	None	None

CF0.00
CARDIOPULMONARY RESUSCITATION/ FIRST AID

(8 hours required for DAc/DAcCHM and MSAc/MSAcCHM)

Units: 0 didactic
Hours: 0 academic
Prerequisite: None
Concurrent: None
Location: New York

Students are taught how to effectively assess and respond to injuries and life-threatening situations. Skills taught include the ABCs of lifesaving, CPR, the Heimlich maneuver, bandaging, splinting, and wound care. This is an approved course taught by the American Red Cross or American Heart Association and must include at least eight hours of instruction for students taking the CALE (California Acupuncture Licensing Exam).

TTS101
TECHNOLOGY TRAINING FOR ONLINE STUDENTS

Units: 0 didactic
Hours: 0 academic
Prerequisite: None
Concurrent: None
Location: Online

This course introduces the online services of Pacific College of Health and Science and Moodle or BlackBoard, the learning management system. The learning modules cover common activities used for the online portions of your courses. The modules show the various types of activities and resources found in courses and information needed to complete class activities and assignments.

DEPARTMENT OF ACUPUNCTURE COURSES

MSAc AND MSAcCHM COURSES

CODE	COURSE	UNITS	CRED HRS	PREREQ	CONCUR
AC504a	Acupuncture Channels and Points 1	2.5	45.0	WS521, WS525.L1, OM511	None
AC505a	Acupuncture Channels and Points 2	2.5	45.0	AC504a, OM512	None
AC506a	Acupuncture Channels and Points 3	2.5	45.0	AC505a, OM513	None
AC511a	Introduction to Clinical Techniques	2.5	45.0	AC504a	CL532 or CL532a
AC512a	Needle Technique	2.5	45.0	AC505a, AC511a	AC506a
AC611a	Advanced Needle Techniques	2.5	45.0	AC512a	None
AC613a	Treatment of Orthopedic Disorders	2.0	45.0	AC611a, WS542a	None
AC631	Auricular Micro Therapy	2.5	45.0	AC506a, AC512a	None
AC632	Secondary Vessels	2.5	45.0	AC506a, AC611a	None
AC633	Combined Point Applications	2.5	45.0	AC506a, AC512a	None

ACUPUNCTURE POINT LOCATION, THEORY, AND APPLICATION

The study of the anatomy and application of the meridian and acupuncture point system comprises a 3-course series. The courses present: 1) the interrelationship of the 72 meridians and their effect on the energetic integrity of the human body; 2) the numerous categories of the acupuncture points; 3) the location of the internal and external primary meridians and their associated luo-connecting, divergent, tendino-muscular, extraordinary, and cutaneous meridians; 4) the location of all meridian and major non-meridian points; 5) the functions, indications, and contraindications of individual points and categories of points; and 6) the use of points in traditional combinations. These courses provide the foundation for the six technique courses as well as the student's clinical assistantship and internship.

STUDENT ADVICE:

New students are often confronted with the idea that learning a vast number of acupuncture point locations and functions is an impossible task. In reality, a sequential presentation of point locations and functions by Pacific College of Health and Science's method reveals a very manageable task when the student applies sufficient time to study and review. The "point" of this advice: you can relax.

AC504A
ACUPUNCTURE CHANNELS AND POINTS 1

Units: 2 didactic, 0.5 lab (2.5 total)
Hours: 45 academic
Prerequisite: WS521, WS525.L1, OM511
Concurrent: None
Location: San Diego, New York, Chicago

This first course in the acupuncture channels and points series presents the fundamental concepts of channel theory. Students learn the pathways of the channels. Students will be introduced to the symptoms and pathologies of the main channels and their connection to the viscera-bowels, with clinical examples to illustrate these ideas. The location and function of points of the main channels are another principal focus of this course. The organization of these points into categories will support the students' retention of information. The students will locate channels and palpate points using anatomical references and a system of proportional body measurements.

AC505A
ACUPUNCTURE CHANNEL AND POINTS 2

Units: 2 didactic, 0.5 lab (2.5 total)
Hours: 45 academic
Prerequisite: AC504a, OM512
Concurrent: None
Location: San Diego, New York, Chicago

AC505a continues the framework of study established in AC504A .

AC506A
ACUPUNCTURE CHANNELS AND POINTS 3

Units: 2 didactic, 0.5 lab (2.5 total)
Hours: 45 academic
Prerequisite: AC505a, OM513
Concurrent: None
Location: San Diego, New York, Chicago

AC506a continues the framework of study established in the prior two courses and adds the Eight Extraordinary Vessels (Qi Jing Ba Mai), Ren and Du Mai, and the extra (non-channel) points.

AC631
AURICULAR MICRO THERAPY

Units: 2 didactic, 0.5 lab (2.5 total)
Hours: 45 academic
Prerequisite: AC506a, AC512a
Concurrent: None
Location: San Diego, New York, Chicago

There are two major theoretical schools of auricular acupuncture: the French system from modern acupuncture and Oriental medicine literature and the Chinese system from older texts. Both schools and their respective maps of the ear will be compared and contrasted in this class. Clinical applications and treatment formulas are emphasized. A brief history on the development and use of the NADA protocol used in the treatment of chemical dependency and substance abuse disorders, as well as battlefield acupuncture, will be presented.

AC632
SECONDARY VESSELS

Units: 2 didactic, 0.5 lab (2.5 total)
Hours: 45 academic
Prerequisite: AC506a, AC611a
Concurrent: None
Location: San Diego, New York, Chicago

Building on the solid foundation of channel pathways covered in Acupuncture Channels and Points 1 through 3, Secondary Vessels emphasizes pathology of the network (luo), sinew, divergent and extraordinary channels. Students are required to apply channel pathway and pathology knowledge to case study exercises in class and on written case-based exam questions. Additionally, Secondary Vessels provides an in-depth study of all the categories of acupuncture points. This includes a review of the location of these points but emphasizes higher-level learning by focusing on how they 1) reflect specific channel pathways, 2) are used in clinical practice, 3) are combined with one another to reach a specific therapeutic goal, and 4) can be applied to case studies. Students are advised that they are responsible for the location of all the points learned in Acupuncture Channels and Points 1 through 3.

AC633
COMBINED POINT APPLICATIONS

Units: 2 didactic, 0.5 lab (2.5 total)
Hours: 45 academic
Prerequisite: AC506a, AC512a
Concurrent: None
Location: San Diego, New York, Chicago

Distal, adjacent, and local point prescriptions for common conditions are presented. Students will practice the formulation and needling of point prescriptions with the body placed in clinically relevant positions.

Methods and Theories of Meridian and Acupuncture Point Stimulation

The following courses present the methods and theories of meridian and acupuncture point stimulation. When applied by trained hands, acupuncture is one of the safest medical therapies known. Nonetheless, it is an invasive technique necessitating universal precautions of blood-borne pathogens and what is commonly referred to as Clean Needle Technique (CNT). Equally important, students must be skilled in a wide variety of treatment styles and techniques to meet the differing needs of patients. Thus, non-invasive techniques are presented along with Chinese and Japanese needling methods.

AC511A
INTRODUCTION TO CLINICAL TECHNIQUES

Units: 2 didactic, 0.5 lab (2.5 total)
Hours: 45 academic
Prerequisite: AC504a
Concurrent: CL532 or CL532a
Location: San Diego, New York, Chicago

This course is designed to teach students the manual clinical skills necessary for their role as clinical assistants. Students begin with the non-invasive techniques of cupping (flashing, stationary, sliding, etc.) gua sha, liniments and plasters, heat and cold therapy, including moxibustion (direct, indirect, with other agents) and ultrasound, and the indications, functions, cautions, and contraindications for these techniques. Students learn to use adjunctive acupoint stimulation devices including magnets and beads. Students are taught equipment maintenance and safety applied in the practice of Chinese medicine. Students begin their needling skills by first understanding and applying Clean Needle Technique (CNT). Students practice simple needle insertion and stimulation techniques and learn cautions and contraindications for needling. Patient positioning and draping, pulse, tongue, and abdominal diagnosis are also practiced.

AC512A
NEEDLE TECHNIQUE

Units: 2 didactic, 0.5 lab (2.5 total)
Hours: 45 academic
Prerequisite: AC505a, AC511a
Concurrent: AC506a
Location: San Diego, New York, Chicago

Chinese and Japanese needling techniques are presented. Students develop hand strength by doing one-handed Chinese technique and proceed from needling inanimate objects to non-acupuncture points to real points. There is also a progression from less to more sensitive points. Methods for redirecting the qi in the channels (supplementing and draining) are presented. The order of needle placement during treatments is discussed. Students are taught equipment maintenance and safety applied in the practice of Chinese medicine and must practice Clean Needle Technique (CNT) whenever needling. Students should be familiar with OSHA and CNT standards presented in Introduction to Clinical Techniques prior to the first-class meeting.

AC611A
ADVANCED NEEDLE TECHNIQUES

Units: 2 didactic, 0.5 lab (2.5 total)
Hours: 45 academic
Prerequisite: AC512a
Concurrent: None
Location: San Diego, New York, Chicago

In this class, students needle the most sensitive points, practice needle threading, through-and-through needling, and dermal stimulation (including pellets, press needles, etc.). Students learn to use adjunctive acupoint stimulation devices as well as specialized acupuncture techniques such as electro-acupuncture and combining needling with moxibustion. Equipment maintenance and safety is stressed. They practice scalp acupuncture and more advanced methods for redirecting the qi in the channels (supplementing and draining). Emergency procedures are also taught. The use of acupuncture for such specialized procedures as facial rejuvenation, stress reduction, drug detox, and habit control is also practiced.

AC613A
TREATMENT OF ORTHOPEDIC DISORDERS

Units: 1 didactic, 1 lab (2 total)
Hours: 45 academic
Prerequisite: AC611a, WS542a
Concurrent: None
Location: San Diego, New York, Chicago

This course applies the diagnostic skills learned in Orthopedic and Neurological Evaluation 1 and 2 to the treatment of these disorders with acupuncture. In addition, this course provides students with detailed reviews of acupuncture channels, pathways, and point location. It introduces and provides practice in Chinese medical approaches to athletic and other injuries and refines the student's ability to palpate anatomical structures.

DEPARTMENT OF CHINESE MEDICINE THEORY COURSES

CODE	COURSE	UNITS	CRED HRS	PREREQ	CONCUR
MSAc AND MSAcCHM COURSES					
OM501	Philosophical and Historical Foundations of Chinese Medicine	3.0	45.0	None	None
OM511	Fundamentals of Chinese Medicine 1	3.0	45.0	None	None
OM512	Fundamentals of Chinese Medicine 2	3.0	45.0	OM511	None
OM513	Fundamentals of Chinese Medicine 3	3.0	45.0	OM512	None
OM514	Fundamentals of Chinese Medicine 4	3.0	45.0	AC504a, OM513	None
MSAc ONLY COURSES					
OM613	Acupuncture Therapeutics 1	3.0	45.0	OM514, WS550	None
OM614	Acupuncture Therapeutics 2	3.0	45.0	OM613	None
OM615	Acupuncture Therapeutics 3	3.0	45.0	OM613	None
OM616	Acupuncture Therapeutics 4	3.0	45.0	OM613	None
MSAcCHM ONLY COURSES					
OM651	Diagnosis and Treatment of Disease 1	3.00	45.0	HB516, OM514, WS550	HB621
OM652	Diagnosis and Treatment of Disease 2	3.00	45.0	HB621, OM651	None
OM653	Diagnosis and Treatment of Disease 3	3.00	45.0	HB621, OM651	None
OM704	Diagnosis and Treatment of Disease 4	3.00	45.0	HB621, OM651	None
OM705	Diagnosis and Treatment of Disease 5	3.00	45.0	HB621, OM651	None

After a fascinating introduction to the history and classical texts of Chinese medicine, the Department of Acupuncture and Herbal Medicine systematically presents physiology, etiology, pathomechanisms, pathophysiology, and the diagnostic and treatment systems of Chinese medicine. These are integrated with biomedicine as faculty members reinforce biomedical knowledge and model the use of biomedical information in the modern Chinese medicine practice.

OM501
PHILOSOPHICAL AND HISTORICAL FOUNDATIONS OF CHINESE MEDICINE

Units: 3 didactic

Hours: 45 academic

Prerequisite: None

Concurrent: None

Location: San Diego, New York, Chicago, Online

This course presents a rich and fascinating history of medicine that brings to life the subject of Chinese medicine. Students come to understand that they are a link in the unbroken chain of this healing tradition. They will travel through medical history guided by the classical texts. Students will survey each key concept in the field to acquire an overview of the subject that they will immerse themselves in over the next four years.

OM511-514 FUNDAMENTALS OF CHINESE MEDICINE 1-4

In the Fundamentals of Chinese Medicine series, Pacific College of Health and Science students acquire a deep and practical understanding of the fundamental Chinese medicine theories that enables them to advance to the Diagnosis and Treatment of Disease or Acupuncture Therapeutics courses. These theories are applicable not only to acupuncture but also Chinese herbal medicine, moxa therapy, tui na, qigong, and dietary therapy, as well as other experiential or text-based styles within the larger family of East Asian medicine, such as Japanese meridian therapy. As such, the Fundamentals of Chinese Medicine 1-4 series comprises the cognitive spine on which students may build a firm and flexible skeleton that will endure throughout their careers in East Asian medicine.

Fundamentals of Chinese Medicine 1-4 relies not only on English language sources, but also applies cutting-edge Chinese language textbooks, Chinese medical journals, and many classic texts such as The Yellow Emperor's Inner Canon (Huang Di Nei Jing), The Classic of Difficult Issues (Nan Jing), On Blood Patterns (Xue Zheng Lun) Correction of Errors in Medical Classics (Yi Lin Gai Cuo), Jing-Yue's Complete Compendium (Jing-Yue Quan Shu), and The Origin and Indicators of Disease (Zhu Bing Yuan Hou Lun). These texts, and many others like them, form the fundamental textual and historical basis of Chinese medicine. When published English language literature is incomplete or insufficient for the challenge of covering these topics to our satisfaction, faculty members produce their own texts, which are available to the students as course readers.

OM511
FUNDAMENTALS OF CHINESE MEDICINE 1

Units: 3 didactic
Hours: 45 academic
Prerequisite: None
Concurrent: None
Location: San Diego, New York, Chicago, Online

Fundamentals of Chinese Medicine (FCM)1 begins the comprehensive study of the basic theories of Chinese medicine, including qi, blood, fluids, five phases, and viscera-bowel (zang-fu) physiology.

OM512
FUNDAMENTALS OF CHINESE MEDICINE 2

Units: 3 didactic
Hours: 45 academic
Prerequisite: OM511
Concurrent: None
Location: San Diego, New York, Chicago

Fundamentals of Chinese Medicine 2 presents the etiology and pathomechanisms of disease in Chinese medicine. Once students have a clear grasp of etiology and pathomechanisms, they are ready to advance to the Chinese medical diagnostic paradigms presented in FCM 3 and FCM 4.

OM513
FUNDAMENTALS OF CHINESE MEDICINE 3

Units: 3 didactic
Hours: 45 academic
Prerequisite: OM512
Concurrent: None
Location: San Diego, New York, Chicago

Fundamentals of Chinese Medicine 3 begins with general treatment principles in Chinese medicine and proceeds to the four examinations, comprehensive history taking including tongue and pulse examination. The latter half of the course focuses on clinical impressions, the formation of a working diagnosis, and practical exercises for tongue and pulse examination.

OM514
FUNDAMENTALS OF CHINESE MEDICINE 4

Units: 3 didactic
Hours: 45 academic
Prerequisite: AC504a, OM513
Concurrent: None
Location: San Diego, New York, Chicago

Fundamentals of Chinese Medicine 4 presents systems of diagnosis in Chinese medicine including six evil pattern diagnosis, viscera-bowel pattern diagnosis, six-channel pattern identification, and four-aspects diagnosis. Case-based exercises provide a significant opportunity to apply the diagnostic paradigms.

MSAC PROGRAM: ACUPUNCTURE THERAPEUTICS 1-4

The Acupuncture Therapeutics sequence builds on the Fundamentals of Chinese Medicine series and Acupuncture Channels and Points series, guiding students toward effective acupuncture treatments. Organized by Chinese medical disorder categories, each course gives a biomedical explanation, detailed Chinese medical pathomechanisms, treatment principles, and specific treatment methods. There is an emphasis on finding the most effective acupuncture point prescriptions, techniques, and accessory techniques for the given condition.

OM613
ACUPUNCTURE THERAPEUTICS 1

Units: 3 didactic
Hours: 45 academic
Prerequisite: OM514, WS550
Concurrent: None
Location: San Diego, New York, Chicago

The first course in the sequence begins with respiratory and gastrointestinal disorders.

OM614
ACUPUNCTURE THERAPEUTICS 2

Units: 3 didactic
Hours: 45 academic
Prerequisite: OM613
Concurrent: None
Location: San Diego, New York, Chicago

OM614 covers gynecology, andrology, pediatrics, and gerontology.

OM615
ACUPUNCTURE THERAPEUTICS 3

Units: 3 didactic
Hours: 45 academic
Prerequisite: OM613
Concurrent: None
Location: San Diego, New York, Chicago

OM615 covers psychology, cardiology, neurology, and nephrology.

OM616
ACUPUNCTURE THERAPEUTICS 4

Units: 3 didactic
Hours: 45 academic
Prerequisite: OM613
Concurrent: None
Location: San Diego, New York, Chicago

OM616 covers dermatology, oncology, immunology, and miscellaneous disorders.

MSAcCHM Program: OM651-653 and OM704-705 Diagnosis and Treatment of Disease 1-5

OM651 initiates a five-course series on the diagnosis and treatment of disease by integrating Chinese and biomedicine. The instructional design emphasizes case-based instruction, critical thinking, and self-directed learning. Through case study, students see the relevance of the material and can place it in context. Critical thinking and self-directed learning are hallmarks of a professional and are among the most important skills imparted to our students. This series requires practice and refinement of both.

Specializations include cardiology, gastroenterology, rheumatology, urology, endocrinology, pediatrics, gerontology, ophthalmology, oncology, gynecology, dermatology, and subspecialties. Diseases will be studied from the perspective of biomedicine, Chinese medicine, and community resources. The student will develop the ability to analyze patient care, including special care needs and concerns of the seriously ill within the population, from the perspective of integrative, patient-centered medicine. The emphasis of this series is on developing the cognitive skills necessary for the practice of integrative medicine.

OM651
DIAGNOSIS AND TREATMENT OF DISEASE 1

Units: 3 didactic
Hours: 45 academic
Prerequisite: HB516, OM514, WS550
Concurrent: HB621
Location: San Diego, New York, Chicago

Diagnosis and Treatment of Disease 1 initiates a five-course series on the diagnosis and treatment of disease by integrating Chinese and biomedicine. The instructional design emphasizes case-based instruction, critical thinking, and self-directed learning. Through case study, students see the relevance of the material and can place it in context. Critical thinking and self-directed learning are hallmarks of a professional and are among the most important skills imparted to our students. This series requires practice and refinement of both. Specializations include cardiology, gastroenterology, rheumatology, urology, endocrinology, pediatrics, gerontology, ophthalmology, oncology, gynecology, dermatology, and subspecialties. Diseases will be studied from the perspective of biomedicine, Chinese medicine, and community resources. The student will develop the ability to analyze patient care, including special care needs and concerns of the seriously ill within the population, from the perspective of integrative, patient-centered medicine. The emphasis of this series is on developing cognitive skills for the practice of integrative medicine.

OM652
DIAGNOSIS AND TREATMENT OF DISEASE 2

Units: 3 didactic
Hours: 45 academic
Prerequisite: HB621, OM651
Concurrent: None
Location: San Diego, New York, Chicago

Diagnosis and Treatment of Disease 2 is part of a five-course series on the diagnosis and treatment of disease by integrating Chinese and biomedicine. The instructional design emphasizes case-based instruction, critical thinking, and self-directed learning. Through case study, students see the relevance of the material and can place it in context. Critical thinking and self-directed learning are hallmarks of a professional and are among the most important skills imparted to our students. This series requires practice and refinement of both. Specializations include cardiology, gastroenterology, rheumatology, urology, endocrinology, pediatrics, gerontology, ophthalmology, oncology, gynecology, dermatology, and subspecialties. Diseases will be studied from the perspective of biomedicine, Chinese medicine, and community resources. The student will develop the ability to analyze patient care, including special care needs and concerns of the seriously ill within the population, from the perspective of integrative, patient-centered medicine. The emphasis of this series is on developing cognitive skills for the practice of integrative medicine. This course addresses hepatic, neurologic, and dermatologic disorders.

OM653
DIAGNOSIS AND TREATMENT OF DISEASE 3

Units: 3 didactic

Hours: 45 academic

Prerequisite: HB621, OM651

Concurrent: None

Location: San Diego, New York, Chicago

Diagnosis and Treatment of Disease 3 is part of a five-course series on the diagnosis and treatment of disease by integrating Chinese and biomedicine. The instructional design emphasizes case-based instruction, critical thinking, and self-directed learning. Through case study, students see the relevance of the material and can place it in context. Critical thinking and self-directed learning are hallmarks of a professional and are among the most important skills imparted to our students. This series requires practice and refinement of both. Specializations include cardiology, gastroenterology, rheumatology, urology, endocrinology, pediatrics, gerontology, ophthalmology, oncology, gynecology, dermatology, and subspecialties. Diseases will be studied from the perspective of biomedicine, Chinese medicine, and community resources. The student will develop the ability to analyze patient care, including special care needs and concerns of the seriously ill within the population, from the perspective of integrative, patient-centered medicine. The emphasis of this series is on developing cognitive skills for the practice of integrative medicine. This course addresses gynecologic disorders.

OM704
DIAGNOSIS AND TREATMENT OF DISEASE 4

Units: 3 didactic

Hours: 45 academic

Prerequisite: OM651, HB621

Concurrent: None

Location: San Diego, New York, Chicago

Diagnosis and Treatment of Disease 4 is part of a five-course series on the diagnosis and treatment of disease by integrating Chinese and biomedicine. The instructional design emphasizes case-based instruction, critical thinking, and self-directed learning. Through case study, students see the relevance of the material and can place it in context. Critical thinking and self-directed learning are hallmarks of a professional and are among the most important skills imparted to our students. This series requires practice and refinement of both. Specializations include cardiology, gastroenterology, rheumatology, urology, endocrinology, pediatrics, gerontology, ophthalmology, oncology, gynecology, dermatology, and subspecialties. Diseases will be studied from the perspective of biomedicine, Chinese medicine, and community resources. The student will develop the ability to analyze patient care, including special care needs and concerns of the seriously ill within the population, from the perspective of integrative, patient-centered medicine. The emphasis of this series is on developing cognitive skills for the practice of integrative medicine. This course addresses oncologic, immunologic, and psychiatric disorders.

OM705
DIAGNOSIS AND TREATMENT OF DISEASE 5

Units: 3 didactic

Hours: 45 academic

Prerequisite: HB621, OM651

Concurrent: None

Location: San Diego, New York, Chicago

Diagnosis and Treatment of Disease 5 is part of a five-course series on the diagnosis and treatment of disease by integrating Chinese and biomedicine. The instructional design emphasizes case-based instruction, critical thinking, and self-directed learning. Through case study, students see the relevance of the material and can place it in context. Critical thinking and self-directed learning are hallmarks of a professional and are among the most important skills imparted to our students. This series requires practice and refinement of both. Specializations include cardiology, gastroenterology, rheumatology, urology, endocrinology, pediatrics, gerontology, ophthalmology, oncology, gynecology, dermatology, and subspecialties. Diseases will be studied from the perspective of biomedicine, Chinese medicine, and community resources. The student will develop the ability to analyze patient care, including special care needs and concerns of the seriously ill within the population, from the perspective of integrative, patient-centered medicine. The emphasis of this series is on developing cognitive skills for the practice of integrative medicine. This course covers renal, geriatric, ophthalmologic, and pediatric disorders.

Certain specialty courses are required to be included in Chinese medicine curriculum standards. These courses introduce associated techniques including massage and exercise that may be integrated into acupuncture or massage practice. Some or all of these courses may be part of certificate or associate degree programs as well.

CHINESE MEDICINE SPECIALTY COURSES

CODE	COURSE	UNITS	CRED HRS	PREREQ	CONCUR
BT124	Taiji/Qigong	1.5	30.0	None	None
BT130	Tui Na Hand Techniques	1.5	30.0	None	None
BT230	Tui Na Structural Techniques	1.5	30.0	BT130	None

BT124
TAIJI/QIGONG

Units: 1 didactic, 0.5 lab (1.5 total)
Hours: 30 academic
Prerequisite: None
Concurrent: None
Location: San Diego, New York, Chicago

Self-cultivation is an essential component of East Asian medicine. The practices of taiji and qigong enhance one's health and further the awareness of the integration of body, mind, and spirit. This course introduces the student to taiji and qigong forms and applications and provides the basic practical and theoretical framework necessary for further practice. Safety considerations will be a focus, including contraindicated conditions, specialty care, and care of seriously ill patients.

BT130
TUI NA HAND TECHNIQUES

Units: 1 didactic, 0.5 lab (1.5 total)
Hours: 30 academic
Prerequisite: None
Concurrent: None
Location: San Diego, New York, Chicago

The traditional methods of Chinese physiotherapy, known as Chinese tui na massage, are taught to provide non-invasive methods of treating structural and soft tissue dysfunction. Qigong therapeutic exercises and meditation are also presented as part of the treatment process.

BT230
TUI NA STRUCTURAL TECHNIQUES

Units: 1 didactic, 0.5 lab (1.5 total)
Hours: 30 academic
Prerequisite: BT130
Concurrent: None
Location: San Diego, New York, Chicago

This course focuses on the therapeutic treatment protocols of tui na, incorporating acupuncture points and structural and soft tissue manipulation.

DEPARTMENT OF HERBOLOGY

CODE	COURSE	UNITS	CRED HRS	PREREQ	CONCUR
MSAc COURSES					
HB501	Introduction to Chinese Herbology	2.0	30.0	OM511	None
MSAcCHM COURSES					
HB501	Introduction to Chinese Herbology	2.0	30.0	OM511	None
HB514	Herbology 1	2.0	30.0	HB501	None
HB515	Herbology 2	2.0	30.0	HB501, OM512	None
HB516	Herbology 3	3.0	45.0	HB501, OM513	None
HB621	Herbology 4	3.0	45.0	HB516	None
HB622	Herbology 5	3.0	45.0	HB621	None
HB623	Herbology 6	3.0	45.0	HB621	None
HB631	Chinese Herbs and Internal Medicine 1	3.0	45.0	HB623	None
HB632	Chinese Herbs and Internal Medicine 2	3.0	45.0	HB631	None
HB633	Chinese Herbs and Internal Medicine 3	3.0	45.0	HB631	None
HB642	Shang Han Lun/Wen Bing (Survey of the Classics)	3.0	45.0	HB623	None

Pacific College of Health and Science believes that herbal medicine represents one of the most powerful healing traditions in use today and that Chinese herbology specifically represents the most organized, consistent, and accessible herbal system available to us. In the master's and doctoral programs with Chinese herbal medicine specializations, herbology is an equal partner with acupuncture.

The fundamental principles of Chinese herbal medicine along with the individual herbs that constitute formulas are presented in the first academic phase. Second phase courses comprehensively present formulas and their modifications. As clinical assistants, students assemble bulk herb formulas prescribed by clinical interns under the supervision of licensed supervisors, thus reinforcing their classroom studies. Third phase courses present advanced topics of internal medicine and case studies.

STUDENT ADVICE:

The study of herbology represents a substantial portion of Pacific's curriculum. To help students assimilate the material required to utilize herbs, Pacific recommends the following:

- Study the class material prior to the class lecture. This will allow you to have your questions ready for clarification during class.
- Pay attention in class and use class time to assimilate as much as possible.
- Utilize the memory aids of previous students or create your own mnemonics. Tutors can be helpful; use them.
- Join a study group. The sense of camaraderie will inspire you to stay current with your studies, and it adds to the fun, too. It does not, however, substitute for individual study.
- Use your time in the clinic wisely. Pay attention to the herb formulas being prescribed to reinforce what you have learned in class.

HB501
INTRODUCTION TO CHINESE HERBOLOGY

Units: 2 didactic
Hours: 30 academic
Prerequisite: OM511
Concurrent: None
Location: San Diego, New York, Chicago

This course is the first of a series that spans nearly the entirety of the DAcCHM and MSAcCHM programs. Just as Acupuncture Channels and Points 1 brings to life the tradition of acupuncture, Introduction to Chinese Herbology introduces its equal partner. This course presents the history and fundamental concepts of Chinese herbal medicine: nomenclature, categorization, basic botany, preparation and delivery methods, and safety issues.

HB514
HERBOLOGY 1

Units: 2 didactic
Hours: 30 academic
Prerequisite: HB501
Concurrent: None
Location: San Diego, New York, Chicago

The materia medica series covers individual medicinal substances used in Chinese herbal medicine in great depth. Students learn the pin yin and Latin name of all herbs covered; functions and indications; cautions and contraindications; the relevance of entering channels; taste, temperature, and characteristics of herbs; and dosage ranges.

HB515
HERBOLOGY 2

Units: 2 didactic
Hours: 30 academic
Prerequisite: HB501, OM512
Concurrent: None
Location: San Diego, New York, Chicago

This course continues the presentation of the Chinese materia medica.

HB516
HERBOLOGY 3

Units: 3 didactic
Hours: 45 academic
Prerequisite: HB501, OM513
Concurrent: None
Location: San Diego, New York, Chicago

This course completes the presentation of the Chinese materia medicA.

HB621
HERBOLOGY 4

Units: 3 didactic
Hours: 45 academic
Prerequisite: HB516
Concurrent: None
Location: San Diego, New York, Chicago

This course comprehensively presents Chinese herbal formulas and modifications within the framework of their traditional therapeutic functions. Students learn 1) the theories of the seven relations (mutual enhancement, etc.), 2) representative combinations, 3) theory of formula construction, 4) hierarchy of ingredients, 5) forms of administration (decoction, powders, pills, etc.), 6) Chinese and English names for each formula, 7) each ingredient and function in the formula, 8) the historical context and source texts discussed for each formula, 9) pattern and disease treated by each formula, 10) basic modifications for each formula, 11) methodology for understanding the construction and use of formulas the student has not encountered before (self-directed learning), 12) recognition of common traditional combinations present in many formulas, 13) modular understanding of formulas and "familial" relationships between formulas, and 14) application to case studies.

HB622
HERBOLOGY 5

Units: 3 didactic
Hours: 45 academic
Prerequisite: HB621
Concurrent: None
Location: San Diego, New York, Chicago

This course continues the presentation of Chinese herbal formulas and modifications within the framework of their traditional therapeutic functions.

HB623
HERBOLOGY 6

Units: 3 didactic
Hours: 45 academic
Prerequisite: HB621
Concurrent: None
Location: San Diego, New York, Chicago

This course continues the presentation of Chinese herbal formulas and modifications within the framework of their traditional therapeutic functions. By using their knowledge of individual herbs, students are able to modify base formulas to create hundreds of new formulas. With this skill, the student is prepared to begin prescribing herbs in clinical internship. Pacific College of Health and Science's busy clinic has a complete herbal pharmacy with raw herbs as well as prepared "patent" formulas and granules.

HB631, HB632, HB633 CHINESE HERBS AND INTERNAL MEDICINE 1-3

Chinese Herbs and Internal Medicine is a year-long sequence during which students master formula construction and modifications. Case studies from medical specialties are used for relevance and to reinforce students' knowledge in these specialties. Contemporary literature on pharmacognosy, toxicology, and pharmacology will be presented to maximize therapeutic effects and minimize side-effects of concurrent use of herbal medicine and pharmaceuticals. Students will learn to use 1) standard base formulas, 2) typical modifications, i.e., dui yao and small formulas, and 3) individualized formulas for complex cases. Students will learn the relevant classical as well as modern theories used in the formulation process and will understand the relationship between the pathomechanisms of symptoms and selection of specific herbs and formulas.

HB631
CHINESE HERBS AND INTERNAL MEDICINE 1

Units: 3 didactic
Hours: 45 academic
Prerequisite: HB623
Concurrent: None
Location: San Diego, New York, Chicago

Chinese Herbs and Internal Medicine 1 is the first part of a year-long sequence during which students master formula construction and modifications. Case studies from medical specialties are used for relevance and to reinforce students' knowledge in these specialties. Contemporary literature on pharmacognosy, toxicology and pharmacology will be presented to maximize therapeutic effects and minimize side effects of concurrent use of herbal medicine and pharmaceuticals. Students will learn to use 1) standard base formulas, 2) typical modifications, e.g., dui yao and small formulas, and 3) individualized formulas for complex cases. Students will learn the relevant classical as well as modern theories used in the formulation process and will understand the relationship between the pathomechanisms of symptoms and selection of specific herbs and formulas. This first course in the series presents common respiratory and gastrointestinal disorders, stroke, headache, multiple sclerosis, and others.

HB632
CHINESE HERBS AND INTERNAL MEDICINE 2

Units: 3 didactic
Hours: 45 academic
Prerequisite: HB631
Concurrent: None
Location: San Diego, New York, Chicago

Chinese Herbs and Internal Medicine 2 is the second part of a year-long sequence during which students master formula construction and modifications. Case studies from medical specialties are used for relevance and to reinforce students' knowledge in these specialties. Contemporary literature on pharmacognosy, toxicology and pharmacology will be presented to maximize therapeutic effects and minimize side effects of concurrent use of herbal medicine and pharmaceuticals. Students will learn to use 1) standard base formulas, 2) typical modifications, e.g., dui yao and small formulas, and 3) individualized formulas for complex cases. Students will learn the relevant classical as well as modern theories used in the formulation process and will understand the relationship between the pathomechanisms of symptoms and selection of specific herbs and formulas. This second course in the series covers disorders from the specialties of mental health and obstetrics and gynecology.

HB633
CHINESE HERBS AND INTERNAL MEDICINE 3

Units: 3 didactic
Hours: 45 academic
Prerequisite: HB631
Concurrent: None
Location: San Diego, New York, Chicago

Chinese Herbs and Internal Medicine 3 is the third and last part of a year-long sequence during which students master formula construction and modifications. Case studies from medical specialties are used for relevance and to reinforce students' knowledge in these specialties. Contemporary literature on pharmacognosy, toxicology and pharmacology will be presented to maximize therapeutic effects and minimize side effects of concurrent use of herbal medicine and pharmaceuticals. Students will learn to use 1) standard base formulas, 2) typical modifications, e.g., dui yao and small formulas, and 3) individualized formulas for complex cases. Students will learn the relevant classical as well as modern theories used in the formulation process and will understand the relationship between the pathomechanisms of symptoms and selection of specific herbs and formulas. This final course in the series presents disorders from dermatology, cardiology, and diabetes.

HB642
SHANG HAN LUN/WEN BING (SURVEY OF THE CLASSICS)

Units: 3 didactic
Hours: 45 academic
Prerequisite: HB623
Concurrent: None
Location: San Diego, New York, Chicago

This course is designed for the advanced student at the internship level. It presents protocols for the diagnosis and treatment for externally contracted cold-damage disorders and warm diseases. The first half of the course will be based on readings from the Shang Han Lun with discussion, commentary, and relevant prescriptions. The second half of the course will be based on Dr. Liu's Warm Disease: A Clinical Guide, with commentary and case histories from such Warm Disease School physicians as Ye Tianshi and Wu Jutong. Students will learn how to modify prescriptions based on disease progression. Acupuncture point prescriptions developed from the texts and later authors will also be discussed.

DEPARTMENT OF BASIC AND BIOMEDICAL SCIENCES

CODE	COURSE	UNITS	CRED HRS	PREREQ	CONCUR
MSAc AND MSAcCHM COURSES					
BIO101	General Biology	2.5	45	None	None
BU612	Medical-Legal Report Writing	2.0	30.0	None	None
WS204	Biological Aspects of Physics	2.5	37.5	None	None
WS207	Survey of Biochemical Principles	2.0	30.0	BIO101, CHEM101	None
WS506	Eastern and Western Nutrition	3.0	45.0	HB501, WS207	None
WS521	Anatomy and Physiology 1	2.5	37.5	None	WS525.L1
WS525.L1	Anatomy and Physiology 1 Lab	1.0	45.0	None	WS521
WS515	Anatomy and Physiology 2	3.0	45.0	BIO101, WS521, WS525.L1	None
WS527	Anatomy and Physiology 3	3.0	45.0	WS515	None
WS528	Anatomy and Physiology 4	3.0	45.0	WS515	None
WS531	Pathophysiology 1	3.0	45.0	WS528	None
WS541a	Orthopedic Neurological Evaluation 1	2.0	45.0	WS528	None
WS542a	Orthopedic Neurological Evaluation 2	2.0	45.0	WS541a	None
WS632	Pathophysiology 2	3.0	45.0	WS528	None
WS651	Pharmacology	2.0	30.0	WS531, WS632	None
WS652a	Physical Exam	2.5	45.0	WS531, WS632	None
WS656	Clinical Science	3.0	45.0	WS651	None
WS840	Clinical Research Design and Statistics	2.0	30.0	WS550	None
MSAcCHM ONLY COURSES					
WS202	Medical Terminology	1.5	22.5	None	None

To responsibly and confidently practice Chinese medicine in the United States, a practitioner must understand the principles and procedures of modern science and medicine. For the health and safety of the patient, an acupuncturist must know the strengths and weaknesses of both modern and traditional systems. To create a successful practice and positively represent Chinese medicine in today's modern medical culture, a practitioner must have the ability to communicate in a knowledgeable and professional manner with all healthcare practitioners. Additionally, students must be able to recognize emergencies or other conditions requiring referral or therapies outside Chinese medicine. Students who fully appreciate this department will see the many ways in which biomedicine can be used to more effectively administer Chinese medicine, modern orthopedic exams and blood tests being only two of many examples.

STUDENT ADVICE:

Some students have the misconception that, because they are studying Eastern medicine, they don't need to learn and understand Western medicine (biomedicine). However, listen to what licensed practitioners say. When they are surveyed to see what topics they would like to study more in continuing education programs, they often say, "More biomedicine!" Pacific has one of the most comprehensive biomedical departments for this reason. Don't wait until you are licensed to realize how important the Department of Basic and Biomedical Sciences is. One of the mottos at Pacific is: "We are not studying just Chinese medicine or just biomedicine, we are studying medicine."

Try to assimilate the biomedical material as you go along through the program. Attempting to cram this material for the comprehensive or licensure exams is a difficult task. Study the class material prior to the class lecture. This will allow for greater assimilation during class. Pay attention in class; you will be glad you did.

BIO101
GENERAL BIOLOGY

(General Education Course)

Units: 2 didactic, 0.5 lab (2.5 total)
Hours: 45 academic
Prerequisite: None
Concurrent: None
Location: San Diego, New York, Chicago, Online

The goals of the Biology course are to familiarize the student with the basic biological processes common to all forms of life on our planet and help the student understand the biological basis of anatomy, physiology, and nutrition. The course will focus on two important areas: 1) the fundamentals of biological structures (cell chemistry and structure), and the processes that maintain cellular integrity (basic principles of metabolism, including respiration and photosynthesis), and 2) the diversity of life forms and their organization, with units focusing on plants. A laboratory component of the course may solidify the academic material with some hands-on experience relating to the lecture topics.

BU612
MEDICAL-LEGAL REPORT WRITING

Units: 2 didactic
Hours: 30 academic
Prerequisite: None
Concurrent: Intern
Location: San Diego, New York, Chicago

Medical-Legal Report Writing is designed to both introduce and develop the writing and cognitive skills necessary for the practicing acupuncturist to communicate effectively with medical professionals (i.e., interprofessional communication), qualified medical examiners (QMEs), case managers, insurance adjustors, and medical benefit payers. Students will develop knowledge of workers compensation/labor codes and procedures and how to manage cases through effective report writing.

WS202
MEDICAL TERMINOLOGY

(Applied General Education Course)

Units: 1.5 didactic
Hours: 22.5 academic
Prerequisite: None
Concurrent: None
Location: San Diego, New York, Chicago

Medical terminology describes the anatomy, physiology, and pathology of the body in precise terms. This class increases the student's ability to access a broad range of medical literature and communicate with healthcare professionals.

WS204
BIOLOGICAL ASPECTS OF PHYSICS

(Applied General Education Course)

Units: 2.5 didactic
Hours: 37.5 academic
Prerequisite: None
Concurrent: None
Location: San Diego, New York, Chicago

This course presents the principles of mechanics, hydrodynamics, electricity, and thermodynamics applied to biology, with emphasis on their relationships in human physiology. Attention is called to the connection between biophysical phenomena and human health and medicine.

WS207
SURVEY OF BIOCHEMICAL PRINCIPLES

(General Education Course)

Units: 2 didactic
Hours: 30 academic
Prerequisite: BIO101, CHEM101
Concurrent: None
Location: San Diego, New York, Chicago, Online

The basic principles of biochemistry are introduced with their applications to physiological functions.

WS506
EASTERN AND WESTERN NUTRITION

Units: 3 didactic
Hours: 45 academic
Prerequisite: HB501, WS207
Concurrent: None
Location: San Diego, New York, Chicago, Online

This course introduces Chinese medicine and bioscience-based nutritional systems. Medicinal recipes using Chinese herbs are presented and may be prepared in class. Modern principles of nutrition and the use of vitamins, minerals, and other supplements as therapeutic modalities are presented.

WS521
ANATOMY AND PHYSIOLOGY 1

(General Education Course)

Units: 2.5 didactic
Hours: 37.5 academic
Prerequisite: None
Concurrent: WS525.L1
Location: San Diego, New York, Chicago

Anatomy and Physiology 1 comprehensively presents the gross anatomy, microscopic anatomy, and physiology of the human musculoskeletal system. While the entire system is covered, particular emphasis is placed on internal areas to avoid when needling and external landmarks that guide the location of acupuncture points. This course, in conjunction with its paired lab, WS525.L1 Anatomy and Physiology Lab 1, provides the most important foundation for all subsequent acupuncture point location courses, orthopedic and neurological evaluation and treatment courses, needling courses, and more.

WS525.L1
ANATOMY AND PHYSIOLOGY 1 LAB

Units: 1 lab
Hours: 30 academic
Prerequisite: None
Concurrent: WS521
Location: San Diego, New York, Chicago

Anatomy and Physiology Lab 1 is the paired lab for WS521 Anatomy and Physiology 1. Students develop practical skills including palpation and identification of bony and muscular structures as well as major anatomical landmarks. Together, the two courses comprehensively present the gross anatomy, microscopic anatomy, and physiology of the human musculoskeletal system. While the entire system is covered, particular emphasis is placed on internal areas to avoid when needling and external landmarks that guide the location of acupuncture points. These courses provide the most important foundation for all subsequent acupuncture point location courses, orthopedic and neurological evaluation and treatment courses, needling courses, and more.

WS515
ANATOMY AND PHYSIOLOGY 2

(General Education Course)

Units: 3 didactic
Hours: 45 academic
Prerequisite: BIO101, WS521, WS525.L1
Concurrent: None
Location: San Diego, New York, Chicago

Anatomy and Physiology 2 presents the gross anatomy, microscopic anatomy, physiology, and chemistry of the human nervous and endocrine systems. This course focuses on the neuroanatomy, neurophysiology, neurochemistry, and endocrinology of the human body.

WS527
ANATOMY AND PHYSIOLOGY 3

Units: 3 didactic
Hours: 45 academic
Prerequisite: WS515
Concurrent: None
Location: San Diego, New York, Chicago

Anatomy and Physiology 3 presents the gross anatomy, microscopic anatomy, and physiology of the cardiovascular, lymphatic, respiratory, and immune systems.

WS528
ANATOMY AND PHYSIOLOGY 4

Units: 3 didactic
Hours: 45 academic
Prerequisite: WS515
Concurrent: None
Location: San Diego, New York, Chicago

Anatomy and Physiology 4 presents the gross anatomy, microscopic anatomy, and physiology of the digestive, genito-urinary, and reproductive systems, and additionally covers the physiology of metabolism and fluid and electrolyte balance.

WS531
PATHOPHYSIOLOGY 1

Units: 3 didactic
Hours: 45 academic
Prerequisite: WS528
Concurrent: None
Location: San Diego, New York, Chicago

Pathophysiology 1 is part of a two-course series that builds on previous information learned in Human Anatomy and Physiology. These courses present changes in normal physiology that lead to disease. Diagnostic tests including, but not limited to, laboratory testing will be discussed. The courses present the description, etiology, microbiology, pathologic process, signs, symptoms, complications, and epidemiology of many common diseases. This course specifically covers inflammation, immune hypersensitivity disorders, immuno-deficiency states, microbiological, infectious, neoplastic, genetic, gastrointestinal, respiratory, and musculoskeletal disorders.

WS632
PATHOPHYSIOLOGY 2

Units: 3 didactic
Hours: 45 academic
Prerequisite: WS528
Concurrent: None
Location: San Diego, New York, Chicago

Pathophysiology 2 is part of a two-course series that builds on previous information learned in human anatomy and physiology. These courses present changes in normal physiology that lead to disease. Diagnostic tests, including, but not limited to, laboratory testing will be discussed. The courses present the description, etiology, microbiology, pathologic process, signs, symptoms, complications, and epidemiology of many common diseases. This course specifically covers the hematopoietic, cardiovascular, urinary, reproductive, endocrine, nervous, psychopathological, and integumentary systems.

WS541A
ORTHOPEDIC NEUROLOGICAL EVALUATION 1

Units: 1 didactic, 1 lab (2 total)
Hours: 45 academic
Prerequisite: WS528
Concurrent: None
Location: San Diego, New York, Chicago

This course has two parts: neurological examination and the study of the biomechanics of the human body. Students will learn how to test the neurological systems including dermatome testing, muscle testing, deep tendon reflexes, functional assessment, etc. Biomechanics is the study of the body in terms of mechanical structure and analysis of body motion and posture. This part of the course will teach the student to understand normal mechanics of the joints of the human body in order to better understand injury and/or disease of the joints, which will be taught in Orthopedic Neurological Evaluation 2.

WS542A
ORTHOPEDIC NEUROLOGICAL EVALUATION 2

Units: 1 didactic, 1 lab (2 total)
Hours: 45 academic
Prerequisite: WS541a
Concurrent: None
Location: San Diego, New York, Chicago

Students learn to perform orthopedic examinations including palpation, range of motion, and specific muscle and joint tests. Students also learn the components of a functional assessment and procedures for ordering diagnostic imaging.

WS651
PHARMACOLOGY

Units: 2 didactic
Hours: 30 academic
Prerequisite: WS531, WS632
Concurrent: None
Location: San Diego, New York, Chicago

This course provides the student with pharmacological principles, terminology, and the use of drug references. The concepts enable the student to understand the application of pharmaceuticals. Understanding, preventing, and recognizing treatment contraindications and complications such as drug-herb interactions are important components of the course.

WS652A
PHYSICAL EXAM

Units: 2 didactic, 0.5 lab (2.5 total)
Hours: 45 academic
Prerequisite: WS531, WS632
Concurrent: None
Location: San Diego, New York, Chicago

Students learn to apply modern biomedical physical examinations and functional assessments.

WS656
CLINICAL SCIENCE

Units: 3 didactic
Hours: 45 academic
Prerequisite: WS651
Concurrent: None
Location: San Diego, New York, Chicago

Clinical Science applies pathophysiology in a clinical context. The focus of this course is on developing a comprehensive history of presenting illness through identifying the signs and symptoms of disease, identifying appropriate diagnostic testing, formulating a differential diagnosis, and knowing treatment from a bioscience perspective including primary, secondary, and specialty care options.

WS840
CLINICAL RESEARCH DESIGN AND STATISTICS

Units: 2 didactic
Hours: 30 academic
Prerequisite: WS550
Concurrent: None
Location: San Diego, Chicago

Building on Foundations of Evidence-Informed Practice, students will delve into the proper inductive methods for acquiring and validating clinical knowledge. The course presents the principles of experimental research design and statistics. It is designed to give acupuncturists an understanding of valid research and an appreciation of its importance to our profession. From placebo to experiments to proof, this course will challenge how students determine what is true.

DEPARTMENT OF CLINICAL PRACTICE

CODE	COURSE	UNITS	CRED HRS	PREREQ	CONCUR
DAc/MSAc AND DAcCHM/MSAcCHM COURSES					
BU611	Practice Management and Ethics	3.0	45.0	None	None
CL211	Clinical Counseling 1: The Student	1.5	30.0	None	None
CL501	Introduction to Clinical Observation	1.0	15.0	None	None
CL502	Introduction to Associate Internship	1.0	15.0	CL532 or CL532a	None
CL503	Associate Internship Grand Rounds	1.0	15.0	CL502	None
DAc/MSAc ONLY COURSES					
CL531a	Clinical Observation	2.0	60.0	CL501, OM511	CPR/First Aid
CL532a	Clinical Assistantship 1	2.0	60.0	OM613	AC511a
CL533a	Clinical Assistantship 2	2.0	60.0	AC505a, AC511a, CL532a, HB514	None
CL541a	Associate Internship 1	2.0	60.0	AC512a, CL502	None
CL542a	Associate Internship 2	2.0	60.0	CL541a	None
CL651a	Senior Internship 1	2.0	60.0	CL542a	None
CL652a	Senior Internship 2	2.0	60.0	CL542a	None
CL653a	Senior Internship 3	2.0	60.0	AC613a, CL542a, WS652a	None
CL654a	Senior Internship 4	2.0	60.0	CL651, 1 of: [HB631, HB632, HB633]	None
CL655a	Senior Internship 5	2.0	60.0	AC613a, CL542a, WS652a	None
CL656a	Senior Internship 6	2.0	60.0	CL653a	None
CL657a	Senior Internship 7 (DAc only)	2.0	60.0	CL651, 1 of: [HB631, HB632, HB633]	None
DAcCHM/MSAcCHM ONLY COURSES					
CL531	Clinical Observation	2.0	60.0	CL501, OM511	CPR/First Aid
CL532	Clinical Assistantship 1	2.0	60.0	AC504a, BT130, CL211, CL531, HB501	AC511a
CL533	Clinical Assistantship 2	2.0	60.0	AC505a, AC511a, CL532a, HB514	None
CL541	Associate Internship 1	2.0	60.0	AC512a, CL502, CL533	None
CL542	Associate Internship 2	2.0	60.0	CL541	CL503
CL543	Associate Internship 3	2.0	60.0	CL542	None
CL612a	Clinical Counseling 2: The Patient	1.5	30.0	CL211	CL543 or any of CL651-CL659
CL651	Senior Internship 1	2.0	60.0	CL543, CL612a, OM651, WS652a, 2 of: [OM652, OM653, OM704]	None
CL652	Senior Internship 2	2.0	60.0	CL543, CL612a, OM651, WS652a, 2 of: [OM652, OM653, OM704]	None
CL653	Senior Internship 3	2.0	60.0	CL543, CL612a, OM651, WS652a, 2 of: [OM652, OM653, OM704]	None
CL654	Senior Internship 4	2.0	60.0	CL651, 1 of: [HB631, HB632, HB633]	None
CL655	Senior Internship 5	2.0	60.0	CL651, 1 of: [HB631, HB632, HB633]	None
CL656	Senior Internship 6	2.0	60.0	CL651, 1 of: [HB631, HB632, HB633]	None
CL657	Senior Internship 7	2.0	60.0	CL651, 2 of: [HB631, HB632, HB633]	None
CL658	Senior Internship 8	2.0	60.0	CL651, 2 of: [HB631, HB632, HB633]	None
CL659	Senior Internship 9	2.0	60.0	CL651, 2 of: [HB631, HB632, HB633]	None

The students and staff of Pacific College of Health and Science take so much pride in their clinical services that they have created their own mission statement: "We, the Pacific College of Health and Science Clinic, a nationally recognized educational facility, provide:

- Exemplary clinical training for our students
- Supportive services for our staff
- Personalized Chinese medical treatments for our patients…so that each can experience a high degree of satisfaction."

The Department of Clinical Practice provides practical and theoretical clinical experience and case evaluation. Doctoral and master's students enter the clinic in the second term. Students who like to learn by doing find this early clinical training to be an advantage.

Upon completing observation and assistantship, associate interns team up with senior interns to provide all the services expected at a Chinese medicine clinic. By the end of this phase, students will have practiced non-invasive and needling techniques of Chinese medicine. They will have conducted numerous evaluations of patients. Students can also take advantage of the specialty clinics at our affiliated hospitals and integrative clinics. Students are now ready to enter senior internship. In this year, clinic and classroom experience and research combine as powerful teaching tools. Intern-acupuncturists will know when to refer to other specialists and when other specialists should refer to them. They will become more and more practiced in the art of healing with a wide range of medical tools. In short, they become a valuable part of society's healthcare system.

BU611
PRACTICE MANAGEMENT AND ETHICS

Units: 3 didactic
Hours: 45 academic
Prerequisite: None
Concurrent: None
Location: San Diego, New York, Chicago

Pacific College of Health and Science recognizes and respects that students should realize a return on the time, money, and energy invested in their education. For any service to persist, medicine included, there must be mutual benefit for the parties involved. In most cases, patients must receive health and well-being from their relationship with the practitioner. In addition to the satisfaction of a job well done, in most cases the practitioner must receive money. Money is the most common medium for the exchange of our values and energy, and thus the student must practice good business and, more importantly, ethical behavior.

This hands-on class gives students a comprehensive view of the various office management, record-keeping, insurance billing and collection, and bookkeeping systems related to a Chinese medicine practice. Time is devoted to the study of the laws and regulations of acupuncture (municipal, state {California, and New York or Illinois as applicable}, and federal), as well as the professional and ethical responsibilities of being a primary care provider. Practice building techniques are introduced in this class, and students design a business plan to give themselves a head start in creating a successful practice. In addition to this course, Pacific College of Health and Science staff and guests regularly present workshops on issues related to building a successful career.

CL211
CLINICAL COUNSELING 1: THE STUDENT

Units: 1 didactic, 0.5 lab (1.5 total)
Hours: 30 academic
Prerequisite: None
Concurrent: None
Location: San Diego, New York, Chicago

The clinical counseling program at Pacific College of Health and Science is based on the understanding that Chinese medicine recognizes the unity of the body, mind and spirit. Pacific College of Health and Science believes that the journey of healing is one shared by patient and practitioner. For some time, studies have indicated that a positive, caring patient-practitioner relationship encourages and supports the healing process. To be effective in this relationship requires that a student first understands oneself. That is a primary goal of Clinical Counseling 1. The course provides students with a variety of tools for self-evaluation and effective communication. It introduces basic and advanced skills for effective communication, thus enhancing the student's interviewing ability. It increases the student's understanding of the philosophy of Chinese medicine along with general psychology and its application to communication, patient relationships, and self-growth. This course is highly experiential. It both cultivates the student's sense of healing community and provides a supportive environment for self-discovery. It is highly recommended even for students who qualify for transfer credit.

CL501
INTRODUCTION TO CLINICAL OBSERVATION

Units: 1 didactic
Hours: 15 academic
Prerequisite: None
Concurrent: None
Location: San Diego, New York, Chicago

This course is a presentation and discussion of academic and clinical issues designed to maximize the value of a new clinical student's clinical observation and assistantship shifts.

CL502
INTRODUCTION TO ASSOCIATE INTERNSHIP

Units: 1 didactic
Hours: 15 academic
Prerequisite: CL532 or CL532a
Concurrent: None
Location: San Diego, New York, Chicago

This course is designed to maximize the value of associate internship by the following: case review; refinement of clinical techniques; communication skills; patient/practitioner relationship; assistant/intern relationship; and practitioner self-care.

CL503
ASSOCIATE INTERNSHIP GRAND ROUNDS

Units: 1 didactic
Hours: 15 academic
Prerequisite: CL502
Concurrent: None
Location: San Diego, New York, Chicago

Through the discussion of clinical cases, students will analyze treatment plans and principles of diagnosis. This course focuses on the "Four Examinations" and the clinical lessons in the Huang di Neijing, Su Wen (Yellow Emperor's Inner Canon, Basic Questions). Associate Intern Grand Rounds also addresses critical thinking and case management. Student presentation skills needed for grand rounds and presentation to supervisors are also reviewed.

CL531, CL532, CL533 CLINICAL OBSERVATION AND ASSISTANTSHIP 1-2

CL531A, CL532A, CL533A CLINICAL OBSERVATION AND ASSISTANTSHIP 1-2

During observation and assistantship, students become a valuable part of the College's clinical team. They assist interns and private practitioners by charting and assembling herb formulas (DAcCHM/MSAcCHM programs) and performing moxibustion, cupping, massage, and other non-invasive acupuncture techniques, as well as closely supervised needling. Assistants observe diagnosis and treatment procedures with experienced acupuncturists and begin to formulate their own assessments. They describe and evaluate treatment rationales and keep a record of their activities for review and discussion. These courses and their instructional activities are closely coordinated with the Chinese medicine courses to ensure a valuable clinical experience.

DAcCHM/MSAcCHM PROGRAMS ONLY

CL531
CLINICAL OBSERVATION

Units: 2 clinical
Hours: 60 academic
Prerequisite: CL501, OM511
Concurrent: CPR/First Aid
Location: San Diego, New York, Chicago

Clinic courses reinforce classroom training. They motivate the student and provide context for what is being discussed in class or in outside reading. Observation familiarizes the student with all aspects of clinical procedures. Clinic courses encourage reflection on clinical decisions and provide balance to the more linear nature of the didactic portion of the program. Observers should strive to become fluent with the material presented in class and practiced in clinic. This is a necessary step in researching, problem-solving, and managing difficult cases as interns, and eventually as licensed acupuncturists.

Observers enter the clinic in possession of the basic theoretical knowledge necessary to benefit from the observation of clinical interactions between all the players. Students participate in supervised observation of the clinical practice of acupuncture and Chinese medicine with case presentations and discussion.

Clinical Observation contextualizes the student's didactic training and is the student's first step in the gradual acquisition of effective clinical skills. Students will gradually progress from relatively passive observers of patient care to more active participants as assistants. Along the way, students will watch and become familiar with a wide array of clinical skills. For example, they will examine the use of various acupuncture protocols, herbal formulas, and methods of physical examination. Moreover, they will reflect on the logical basis for clinical decisions and activities.

CL532
CLINICAL ASSISTANTSHIP 1

Units: 2 clinical
Hours: 60 academic
Prerequisite: AC504a, BT130, CL211, CL531, HB501
Concurrent: AC511a
Location: San Diego, New York, Chicago

Clinical Assistantship 1 contextualizes the student's didactic training and is a step in the gradual acquisition of effective clinical skills. Assistants become more active participants in the care of patients. Along the way, they observe, become familiar with, and eventually become competent in performing a wide array of clinical skills. Assistants learn to participate as part of a team in addition to acting independently. They observe the use of basic and modified Chinese medicine therapies while reflecting on the basis for clinical decisions and activities. Assistantship 1 and 2 should enhance self-confidence and poise when working with patients and ready a student for the transition to Associate Internship.

CL533
CLINICAL ASSISTANTSHIP 2

Units: 2 clinical
Hours: 60 academic
Prerequisite: AC505a, AC511a, CL532, HB514
Concurrent: None
Location: San Diego, New York, Chicago

Clinical Assistantship 2 continues to contextualize the student's didactic training and is the next step in the gradual acquisition of effective clinical skills. Assistants at level 2 become more active participants in the care of patients, becoming more competent in performing a wide array of clinical skills. Assistants learn to participate as part of a team in addition to acting independently. They observe the use of basic and modified Chinese medicine therapies while reflecting on the basis for clinical decisions and activities. Clinical Assistantship 2 students grow in self-confidence and poise when working with patients and become prepared for the transition to Associate Internship. By the end of their Assistantship, students are ready to gradually apply clinical procedures, practices, and

prescriptions based on standard clinical references. While the senior Assistant has not yet developed the problem-solving techniques and management methods for difficult cases, they are, at a minimum, comfortable with and conversant in "text-book approaches" to "text-book cases."

DAc/MSAc PROGRAMS ONLY

CL531A
CLINICAL OBSERVATION

Units: 2 clinical
Hours: 60 academic
Prerequisite: CL501, OM511
Concurrent: CPR/First Aid
Location: New York, Chicago

Clinic courses reinforce classroom training. They motivate the student and provide context for what is being discussed in class or in outside reading. Observation familiarizes the student with all aspects of clinical procedures. Clinic courses encourage reflection on clinical decisions and provide balance to the more linear nature of the didactic program. Observers should strive to become fluent with the material presented in class and practiced in clinic. This is a necessary step in researching, problem-solving, and managing difficult cases as interns, and eventually as a licensed acupuncturist.

Observers enter the clinic in possession of the basic theoretical knowledge necessary to benefit from the observation of clinical interactions between all the players. Students participate in supervised observation of the clinical practice of acupuncture and Chinese medicine with case presentations and discussion. Clinical Observation contextualizes the student's didactic training and is the student's first step in the gradual acquisition of effective clinical skills. Students will gradually progress from relatively passive observers of patient care to more active participants as an assistant. Along the way, students will watch and become familiar with a wide array of clinical skills. For example, they will examine the use of various acupuncture protocols and methods of physical examination. Moreover, they will reflect on the logical basis for clinical decisions and activities.

CL532A
CLINICAL ASSISTANTSHIP 1

Units: 2 clinical
Hours: 60 academic
Prerequisite: AC504a, BT130, CL211, CL531a, HB501
Concurrent: AC511a
Location: New York, Chicago

Clinical Assistantship 1 contextualizes the student's didactic training and is a step in the gradual acquisition of effective clinical skills. Assistants become more active participants in the care of patients. Along the way, they observe, become familiar with, and eventually become competent in performing a wide array of clinical skills. Assistants learn to participate as part of a team in addition to acting independently. They observe the use of basic and modified Chinese medicine therapies while reflecting on the basis for clinical decisions and activities. Assistantship enhances self-confidence and poise when working with patients and readies students for the transition to Associate Internship.

CL533A
CLINICAL ASSISTANTSHIP 2

Units: 2 clinical
Hours: 60 academic
Prerequisite: AC511a, AC505a, CL532a, HB514
Concurrent: None
Location: New York, Chicago

Clinical Assistantship 2 contextualizes the student's didactic training and the next step in the gradual acquisition of effective clinical skills. Assistants at level 2 become more active participants in the care of patients, becoming more competent in performing a wide array of clinical skills. Assistants learn to participate as part of a team in addition to acting independently. They observe the use of basic and modified Chinese medicine therapies while reflecting on the basis for clinical decisions and activities. Clinical Assistantship 2 students grow in self-confidence and poise when working with patients and become ready for the transition to Associate Internship. By the end of their Assistantship, students are prepared to gradually apply clinical procedures, practices, and prescriptions based on standard clinical references. While the senior Assistant has not yet developed the problem-solving techniques and management methods for difficult cases, they are, at a minimum, comfortable with and conversant in "text-book approaches" to "text-book cases."

CL541, CL542, CL543
ASSOCIATE INTERNSHIP 1-3

CL541A, CL542A
ASSOCIATE INTERNSHIP 1-2

Associate Internship transitions students from the role of assistant to primary care provider. Associate interns perform all the acupuncture activities of a senior intern, i.e., assessment and treatment of a patient, but as a partner with a senior intern. This provides continued instruction from licensed supervisors as well as the senior intern. Associate interns receive credit for patients co-treated with senior interns.

DAcCHM/MSAcCHM PROGRAMS ONLY

CL541
ASSOCIATE INTERNSHIP 1

Units: 2 clinical
Hours: 60 academic
Prerequisite: AC512a, CL502, CL533
Concurrent: None
Location: San Diego, New York, Chicago

Associate Internship 1 (AI1) provides a gradual transition from Clinical Assistant into Internship. That is, while the AI has not yet developed the problem-solving techniques and management methods for difficult cases, they are, at a minimum, comfortable with and conversant in "text-book approaches" to "text-book cases." The AI experience should enhance the self-confidence and poise to work independently, while providing the security and support of a team. The first AI shift (AI1) is designed to be a Practitioner Clinic experience on campus. Associate Interns integrate their theoretical and practical knowledge of Chinese medicine into a holistic healthcare system delivered to patients.

CL542
ASSOCIATE INTERNSHIP 2

Units: 2 clinical
Hours: 60 academic
Prerequisite: CL541
Concurrent: CL503
Location: San Diego, New York, Chicago

Associate Internship 2 (AI2) integrates students theoretical and practical knowledge of Chinese medicine into a holistic healthcare system delivered to patients. Associate Interns apply Eastern and Western diagnostic procedures when evaluating patients and forming a diagnosis. AI2s experience patients with a variety of health complaints and assist in delivering care in a supervised environment where learning can be accomplished without fear of treatment failure. AI2 students also experience a constructively critical environment where students are challenged to use and defend their clinical reasoning.

CL543
ASSOCIATE INTERNSHIP 3

Units: 2 clinical
Hours: 60 academic
Prerequisite: CL542
Concurrent: None
Location: San Diego, New York, Chicago

Associate Internship 3 (AI3) will provide a transition from Associate Internship to Internship. The AI3 experience should enhance self-confidence and poise to work independently, while providing the security and support of a team. The third AI shift (AI3) is ideally with a graduating senior intern. The AI3 may be paired with a Level III Senior Intern with the goal of taking over the graduating Intern's cases. In addition to providing better continuity of patient care, this allows the AI3 access to information and guidance from someone with direct experience of any idiosyncrasies within each case.

Associate Interns integrate their theoretical and practical knowledge of Chinese medicine into a holistic healthcare system delivered to patients. Associate Interns apply Eastern and Western diagnostic procedures when evaluating patients and forming a diagnosis. AI3s will deliver care in a supervised environment where learning can be accomplished without fear of treatment failure. The clinic is a constructively critical environment where students are challenged to use and defend their clinical reasoning.

DAc/MSAc PROGRAMS ONLY

CL541A
ASSOCIATE INTERNSHIP 1

Units: 2 clinical
Hours: 60 academic
Prerequisite: AC512a, CL502
Concurrent: None
Location: New York, Chicago

Associate Internship 1 (AI1) will provide a gradual transition from Clinical Assistant into Internship. That is, while the AI has not yet developed the problem-solving techniques and management methods for difficult cases, they are, at a minimum, comfortable with and conversant in "textbook approaches" to "textbook cases." The AI experience should enhance the self-confidence and poise to work independently, while providing the security and support of a team. The first AI shift (AI1) is designed to be a practitioner clinic course on campus. Associate Interns integrate their theoretical and practical knowledge of Chinese medicine into a holistic healthcare system delivered to patients.

CL542A
ASSOCIATE INTERNSHIP 2

Units: 2 clinical
Hours: 60 academic
Prerequisite: CL541a
Concurrent: None
Location: New York, Chicago

Associate Internship 2 (AI2) integrate their theoretical and practical knowledge of Chinese Medicine into a holistic healthcare system delivered to patients. Associate Interns apply Eastern and Western diagnostic procedures when evaluating patients and forming a diagnosis. AI2's experience patients with a variety of health complaints and assist in delivering care in a supervised environment where learning can be accomplished without fear of treatment failure. Associate Internship 2 students experience a constructively critical environment where students are challenged to use and defend their clinical reasoning.

CL612A
CLINICAL COUNSELING 2: THE PATIENT

(DAcCHM/MSAcCHM PROGRAMS ONLY)

Units: 1 didactic, 0.5 lab (1.5 total)
Hours: 30 academic
Prerequisite: CL211
Concurrent: CL543 or any of CL651-CL659
Location: San Diego, New York, Chicago

This second course in the clinical counseling series presents specific counseling skills applying the principles of humanistic psychology and motivational interviewing. It also continues the student's development of the characteristics that benefit the patient/practitioner rel ationship. In this course, students are provided an opportunity to apply psychosocial assessments and to share cases that are challenging from a counseling perspective, or cases that challenge the student's confidence, belief systems, or ability to practice at an optimal level.

CL651, CL642, CL643, CL654, CL655, CL656, CL657, CL658, CL659 SENIOR INTERNSHIP 1-9

CL651A, CL642A, CL643A, CL654A, CL655A, CL656A, CL657A SENIOR INTERNSHIP 1-7

Over two years of study and practice are challenged and refined by treating real patients in senior internship. Across three terms, students are guided to develop and maintain the highest standards of professionalism and responsibility for patients until such standards become habits. The development of these positive character traits will ensure the acupuncturist's acceptance in today's culture. From close supervision at the beginning of senior internship until gradual, relative independence, the senior intern always has the finest licensed practitioners available for supervision or consultation. While closely guided in

the first few months of internship, senior interns are always expected to think for themselves and to present diagnoses and treatment plans for review and critique.

Senior internship is not the beginning of learning at Pacific College of Health and Science, but the culmination. It is a time when textbook cases become living, breathing human beings with needs, pains, and concerns. It is a time to apply the compassion produced by an abundance of knowledge, confidence, and self-esteem developed in the classroom. Senior intern activities include the formulation of diagnosis, treatment plan, and prognosis, and the implementation of treatment for a wide variety of individual patients. Referral is never ignored as a possibility. While functioning under the auspices of the College, Senior interns assume, in spirit, responsibility for individual patients under their care. Interns must utilize the appropriate forms of treatment, which may include acupuncture, herbs, massage, nutrition, exercises, and lifestyle modifications. While in the clinic, interns utilize their support staff, which includes clinical assistants, associate interns, massage therapists, administrative staff, and of course, the licensed supervisors and outside referral options.

DAcCHM/MSAcCHM PROGRAMS ONLY

CL651
SENIOR INTERNSHIP 1

Units: 2 clinical

Hours: 60 academic

Prerequisite: CL612a, CL543, OM651, WS652a, 2 of [OM652, OM653, OM704] Concurrent: None

Location: San Diego, New York, Chicago

CL652
SENIOR INTERNSHIP 2

Units: 2 clinical

Hours: 60 academic

Prerequisite: CL612a, CL543, OM651, WS652a, 2 of [OM652, OM653, OM704] Concurrent: None

Location: San Diego, New York, Chicago

CL653
SENIOR INTERNSHIP 3

Units: 2 clinical

Hours: 60 academic

Prerequisite: CL612a, CL543, OM651, WS652a, 2 of [OM652, OM653, OM704] Concurrent: None

Location: San Diego, New York, Chicago

CL654
SENIOR INTERNSHIP 4

Units: 2 clinical

Hours: 60 academic

Prerequisite: CL651, 1 of: [HB631, HB632, HB633] Concurrent: None

Location: San Diego, New York, Chicago

CL655
SENIOR INTERNSHIP 5

Units: 2 clinical

Hours: 60 academic

Prerequisite: CL651, 1 of: [HB631, HB632, HB633] Concurrent: None

Location: San Diego, New York, Chicago

CL656
SENIOR INTERNSHIP 6

Units: 2 clinical

Hours: 60 academic

Prerequisite: CL651, 1 of: [HB631, HB632, HB633] Concurrent: None

Location: San Diego, New York, Chicago

CL657
SENIOR INTERNSHIP 7

Units: 2 clinical

Hours: 60 academic

Prerequisite: CL651, 2 of: [HB631, HB632, HB633] Concurrent: None

Location: San Diego, New York, Chicago

CL658
SENIOR INTERNSHIP 8

Units: 2 clinical

Hours: 60 academic

Prerequisite: CL651, 2 of: [HB631, HB632, HB633] Concurrent: None

Location: San Diego, New York, Chicago

CL659
SENIOR INTERNSHIP 9

Units: 2 clinical

Hours: 60 academic

Prerequisite: CL651, 2 of: [HB631, HB632, HB633] Concurrent: None

Location: San Diego, New York, Chicago

DAc/MSAc PROGRAMS ONLY

CL651A
SENIOR INTERNSHIP 1

Units: 2 clinical

Hours: 60 academic

Prerequisite: CL542a

Concurrent: AC613a, WS652a, 1 of: [OM614, OM615, OM616]

Location: New York, Chicago

CL652A
SENIOR INTERNSHIP 2

Units: 2 clinical

Hours: 60 academic

Prerequisite: CL542a

Concurrent: AC613a, WS652a, 1 of: [OM614, OM615, OM616]

Location: New York, Chicago

CL653A
SENIOR INTERNSHIP 3

Units: 2 clinical

Hours: 60 academic

Prerequisite: CL542a, AC613a, WS652a Concurrent: 1 of: [OM614, OM615, OM616]

Location: New York, Chicago

CL654A
SENIOR INTERNSHIP 4

Units: 2 clinical

Hours: 60 academic

Prerequisite: CL651, 1 of: [HB631, HB632, HB633] Concurrent: None

Location: New York, Chicago

CL655A
SENIOR INTERNSHIP 5

Units: 2 clinical
Hours: 60 academic
Prerequisite: CL542a, AC613a, WS652a Concurrent: 1 of: [OM614, OM615, OM616]
Location: New York, Chicago

CL656A
SENIOR INTERNSHIP 6

Units: 2 clinical
Hours: 60 academic
Prerequisite: CL655a
Concurrent: CL655a1 of: [OM614, OM615, OM616]
Location: New York, Chicago

CL657A
SENIOR INTERNSHIP 7

Units: 2 clinical
Hours: 60 academic
Prerequisite: CL653a
Concurrent: 1 of: [OM614, OM615, OM616]
Location: New York, Chicago

STUDENT ADVICE:

Internship patients are easily acquired in Pacific's busy clinic by any student who adopts a professional attitude toward their patients and the clinical experience and demonstrates a willingness to promote the benefits of Chinese medicine. This means always showing up for your clinic shift, dressing neatly and cleanly, checking up on your patients between visits to see how they are responding to treatment, and telling friends and acquaintances about your clinical practice. It is not surprising that, when interns follow this advice, the patients they see during their internship form the foundation of their private practice when they become licensed acupuncturists. Take care of your patients and they will take care of you.

LICENSURE PREPARATION COURSES

CODE	COURSE	UNITS	CRED HRS	PREREQ	CONCUR
OM642	Licensure Exam Preparatory Course	3.0	45	None	San Diego
OM643	Licensure Exam Preparatory Course	1.0	15.0	None	Chicago and New York

OM642
LICENSURE EXAM PREPARATORY COURSE

Units: 3 didactic
Hours: 45 academic
Prerequisite: None
Concurrent: None
Location: San Diego

This course is designed to highlight subjects and methods that lead to success on the California Acupuncture Licensing Examination (CALE) and the national certification exams. It is a required course for all San Diego campus DAcCHM and MSAcCHM students whether or not they choose to sit for the CALE. The course includes a mock CALE experience with feedback on how each student should prepare for the actual exam. Outside approved review courses may be taken to fulfill this requirement and are entered as transfer credit once documentation of completion is submitted to the registrar. See your student advisor or registrar for a list of approved courses.

OM643
LICENSURE EXAM PREPARATORY COURSE

Units: 1 didactic
Hours: 15 academic
Prerequisite: None
Concurrent: None
Location: Chicago, New York

This course is designed to prepare students for the modules of the NCBAHM (formerly NCCAOM) examination. Through the successful completion of this course, each student will become familiar with the NCBAHM exam and the exam preparation process.

STUDY SKILLS COURSES

CODE	COURSE	UNITS	CRED HRS	PREREQ	CONCUR
SSP101	Study Skills 1: Basic Skills	0.0	0.0	None	None
SSP111	Study Skills 2: Channels and Points	0.0	0.0	None	None
SSP121	Study Skills 3: Single Herbs	0.0	0.0	None	None

SSP101
STUDY SKILLS 1: BASIC SKILLS

Units: 0 didactic
Hours: 0 academic
Prerequisite: None
Concurrent: None
Location: San Diego

The primary goal of this study skills class is to build basic study skills necessary to complete Pacific College of Health and Science's MSAcCHM and DAcCHM classes, the Pacific College of Health and Science comprehensive exams, and the national and state licensing exams. This class will cover effective ways to study and understand the information taught in all the classes at Pacific College of Health and Science, with special focus on organization and time management in addition to input of the material. Multiple methods of learning will be presented for each student to find an effective and personalized method of studying.

SSP111
STUDY SKILLS 2: CHANNELS AND POINTS

Units: 0 didactic
Hours: 0 academic
Prerequisite: None
Concurrent: None
Location: San Diego

The primary goal of this study skills class is to reinforce the core knowledge necessary to pass Pacific College of Health and Science's acupuncture classes, the Pacific College of Health and Science comprehensive exams, and the national and state licensing exams. This class will cover effective ways to study and understand the information taught in the acupuncture channels and points classes, with special focus on organization and time management in addition to the material. Multiple methods of learning will be presented for each student to find an effective and personalized method of studying. Time will also be spent going over basic material learned in previous points classes, as well as point location.

SSP121
STUDY SKILLS 3: SINGLE HERBS

Units: 0 didactic
Hours: 0 academic
Prerequisite: None
Concurrent: None
Location: San Diego

The primary goal of this study skills class is to reinforce the core knowledge necessary to pass Pacific College of Health and Science's herbology classes, the Pacific College of Health and Science comprehensive exams, and the national and state licensing exams. This class will cover effective ways to study and understand the information taught in the first four Herbology classes, with special focus on organization and time management in addition to input of the material. Multiple methods of learning will be presented for each student to find an effective and personalized method of studying. Time will also be spent going over basic material learned in previous herbology classes, as well as herb identification.

SPECIALTY ELECTIVES

Elective courses are subject to availability. Partial list of elective options below.

CODE	COURSE	UNITS	CRED HRS	PREREQ	CONCUR
SE410	Health Care Disparities	1.0	15.0	None	None
SE511	Medical Chinese 1/ Medical Chinese Language	3.0	45.0	None	None
SE512	Medical Chinese 2	3.0	45.0	SE511	None
SE551	Integrative Medicine Preceptorship	1.0	30.0	CL541, CL542	CL543, 1 of CL651-CL656
SE602	Emotional and Spiritual Healing in Asia	3.0	45.0	None	None
SE629	Topical Herbs and Patent Medications	3.0	45.0	HB516	None
SE630	Advanced Treatment of Orthopedic Disorder	2.5	45.0	AC613a	None
SE644	Facial Acupuncture Techniques	3.0	45.0	None	AC611a
SE646	Pulse Diagnosis in Chinese Medicine	3.0	45.0	None	None
SE647	Facial Rejuvenation	1.5	30.0	None	None
SE649	The Classics: Huang Di Nei Jing	1.0	15.0	2nd Year Comprehensive Exam	None
SE650	Introduction to Kiiko Matsumoto Acupuncture 1	2.0	45.0	AC611a	None
SE654	Shiatsu for Acupuncturists	2.0	45.0	AC506a	None
SE660	Japanese Acupuncture	3.0	45.0	None	None
SE661	Five Element Theory	3.0	45.0	1st Year Comprehensive Exam	None
SE662	Introduction to Japanese Acupuncture	3.0	45.0	None	None
SE662a	Japanese Acupuncture 1	2.5	45.0	CL542	None
SE663a	Japanese Acupuncture 2	2.5	45.0	SE662a	None
SE666	Japanese Acupuncture 3	2.5	45.0	SE663a	None
SE670	Master Tung's Acupuncture	3.0	45.0	AC611a	None
SE672	Myology of Trigger Points	2.5	45.0	AC611a, WS542a	None
SE673	Face Reading	3.0	45.0	AC611a	None
SE680	Korean Hand Therapy	2.5	45.0	1st Year Comprehensive Exam	None
SE690	Medical Qigong	3.0	45.0	AC605a, AC609, WS542a	None

Students are afforded the opportunity to expand and refine their areas of interest by elective coursework. 45 hours are required, which, depending on the course, may be 2-3 units. Any would fulfill the graduation requirement, though a course with less than 3 units will result in the student graduating with fewer credits.

The following are courses that have recently been offered. Electives vary by campus. Electives with the same or similar names may vary in content.

SE410
HEALTH CARE DISPARITIES

Units: 1 didactic
Hours: 15 academic
Prerequisite: None
Concurrent: None
Location: Online (San Diego, Chicago, New York)

This course examines the connection between race and health outcomes. It explores determining factors of health such as patterns in demography; social environmental factors such as social class; racial and spatial segregation; and the ways in which they contribute to inequalities in health, and how health behavior is impacted.

SE511
MEDICAL CHINESE 1/MEDICAL CHINESE LANGUAGE

Units: 3 didactic
Hours: 45 academic
Prerequisite: None
Concurrent: None
Location: Online (San Diego, Chicago, New York)

This course presents a foundational study of medical Chinese language. It prepares students to comprehend reading materials of acupuncture and herb medicine in modern Chinese. Pronunciation is introduced, but the emphasis is on reading and understanding.

SE512
MEDICAL CHINESE 2

Units: 3 didactic
Hours: 45 academic
Prerequisite: SE511
Concurrent: None
Location: Online (San Diego, Chicago, New York)

Students begin using a dictionary and doing simple translations.

SE551
INTEGRATIVE MEDICINE PRECEPTORSHIP

Units: 1 lab
Hours: 30 academic
Prerequisite: CL541, CL542
Concurrent: CL543 or one of CL651-656, attend all orientations including new semester and safety re-training as required
Location: San Diego

Integrative medicine preceptorship 1 provides an opportunity for students to apply their theoretical and practical knowledge of Chinese medicine in a healthcare system. Students will be exposed to patients with a variety of health complaints and assist licensed acupuncturists in delivering care in a supervised integrative medicine environment. Students will have the opportunity to apply Chinese medicine and biomedical diagnostic procedures during the evaluation of patients and forming a diagnosis. Preceptorship will be a constructively critical environment where students are challenged to use and defend their clinical reasoning.

Each practitioner must achieve a method for establishing an approach to therapy. This method includes self-directed research of literature and outside consultation, and the establishment of a working diagnosis and treatment plan. This method should also include rational ways of measuring clinical success, perceiving clinical efficacy, and establishing prognoses. Students will learn and apply outcome measures in patient case management. In short, students will develop clinical problem-solving skills and self-directed learning methods that will ensure continued clinical development throughout their careers.

SE602
EMOTIONAL AND SPIRITUAL HEALING IN ASIA

Units: 3 didactic
Hours: 45 academic
Prerequisite: None
Concurrent: None
Location: Online

This course is an introduction to various indigenous Asian models of emotional and spiritual healing. Students will develop an understanding of the history and basic theories in Confucianism, Daoism, and Buddhism; identify and utilize classical and original source reading related to emotional and spiritual healing in Asia; analyze traditional models of mind function and structure; understand and compare contemporary models of emotional healing in Asia; and practice various methods of mindfulness, meditation, and self-reflection.

SE629
TOPICAL HERBS AND PATENT MEDICATIONS

Units: 3 didactic
Hours: 45 academic
Prerequisite: HB516
Concurrent: None
Location: New York

This course covers the history and modern clinical usage of topical herbal preparations and Chinese patent medications. Various forms of herbal products available are covered, as well as their dosage, applications, and contraindication. Manufacture processes, quality control, import, and brands are also covered. The goal is for the student to have a well-rounded understanding of the use of topical herb products and patents in practice and theory.

ADVANCED TREATMENT OF ORTHOPEDIC DISORDER

Units: 2 didactic, 0.5 lab (2.5 total)
Hours: 45 academic
Prerequisite: AC613a
Concurrent: None
Location: San Diego

This course continues the study of diagnosis and treatment of orthopedic disorders. It will expand upon the practices and diagnostic skills learned in Treatment of Orthopedics, in addition to covering the stages of traumatic injury and the treatment strategies within each stage. Students learn to use acupuncture techniques, myofascial release, and herbal medicine (both internal and external formulas) to treat the various traumatic stages. In addition, this class will start to look at postural body reading and sinew channel assessment to help students effectively diagnose the underlying imbalances causing chronic pain and dysfunction and prescribe proper exercises to address these assessments.

SE644
FACIAL ACUPUNCTURE TECHNIQUES

Units: 3 didactic
Hours: 45 academic
Prerequisite: AC611a
Concurrent: None
Location: New York

This course will introduce students to different approaches to aging skin and how to rejuvenate the face from the inside out, using different acupuncture techniques, facial massage, topical and internal herbal preparations, functional medicine, and lifestyle changes. This course is on the American Acupuncture Council's List of "Approved Courses" for Certification in Facial Rejuvenation and coverage at no extra cost. A copy of your transcripts is needed as proof of completion. A Certificate in Facial Rejuvenation can be awarded by PCHS NY upon successful completion (minimum grade of B).

SE646
PULSE DIAGNOSIS IN CHINESE MEDICINE

Units: 3 didactic
Hours: 45 academic
Prerequisite: None
Concurrent: None
Location: New York

In this class, we will integrate both didactic and practical exercises to learn and become more comfortable with pulse diagnosis in Chinese medicine, focusing primarily on the tradition that culminates in the Bin Hu Mai Xue (Lakeside Master's Study of the Pulse) by Li Shizhen. Students will learn how to correctly identify the forms, understand the pathomechanisms that lead to the different pulses, and look at representative samples of the different patterns indicated by each pulse form. We will also explore special topics such as the pulses in connection with the 8 extraordinary channels, the pulse in pediatrics, and gynecology. In addition, we will examine the origins of Chinese pulse diagnosis in the Huang Di Nei Jing and the Nan Jing, and compare the system studied to that used in other medical traditions.

SE647
FACIAL REJUVENATION

Units: 1 didactic, 0.5 lab (1.5 total)
Hours: 30 academic
Prerequisite: AC611a, AC633
Concurrent: None
Location: San Diego

This course explores the aging process and other reasons for facial disharmony and introduces techniques including acupuncture, Chinese herbs, micro-needling, massage, and lifestyle therapy. Students will review anatomy, the physiology of aging, and the Chinese medicine patterns that lead to facial disharmony. Students will practice a variety of needling techniques and explore protocols to create individualized treatment plans.

SE649
THE CLASSICS: HUANG DI NEI JING

Units: 1 didactic
Hours: 15 academic
Prerequisite: 2nd Year Comprehensive Exam
Concurrent: None
Location: Online (New York, Chicago, San Diego)

In this course, students will explore the teachings of nourishing life from the Huang Di Nei Jing. Class discussion topics include how Huang Di Nei Jing advocates for the unity of nature and humankind, the correspondence of nature and humankind, and the concept of human physiology, social phenomena, and ethics as a direct reflection of nature. The understanding of the relationship between nature and humankind in terms of Yin/Yang, Five Phases, and Six nature qi, will allow students to explore the wisdom of nourishing life, yang sheng, and apply it in clinical practice.

SE650
INTRODUCTION TO KIIKO MATSUMOTO'S ACUPUNCTURE 1

Units: 1 didactic, 1 lab (2 total)
Hours: 45 academic
Prerequisite: AC611a
Concurrent: None
Location: New York

This course focuses on developing the student's diagnostic and treatment skills with emphasis on palpation particular to Kiiko Matsumoto Style (KMS) acupuncture. Students will learn a systematic palpatory method of acupuncture which is designed to give instant feedback that leads to diagnosis and possible treatment approaches. Each class will delve deeply into the constitutional and/or structural imbalances to assist in a more complete and lasting healing. This holistic approach allows the KMS practitioner to help patients with the most complex issues. Practice during class of skills learned will continue to build and further reinforce the materials as the semester progresses. At the end of the course, students will be able to apply the practical components of this system in a clinical setting to treat some of the most common Zang-Fu disorders.

SE654
SHIATSU FOR ACUPUNCTURISTS

Units: 1 didactic, 1 lab (2 total)
Hours: 45 academic
Prerequisite: AC506a
Concurrent: None
Location: New York

This course will present the classical and modern shiatsu theory. Finger pressure, stretching, and movement exercises that move energy through the meridians will help clients increase their energy and well-being.

SE660
JAPANESE ACUPUNCTURE

Units: 3 didactic
Hours: 45 academic
Prerequisite: None
Concurrent: None
Location: New York

Japanese acupuncture therapy, along with its unique methods of pulse and abdominal and channel palpation, is presented.

SE661
FIVE ELEMENT THEORY

Units: 3 didactic
Hours: 45 academic
Prerequisite: successful completion of First Year Comprehensive Exam
Concurrent: None
Location: San Diego

SE661 is an introduction to the body-mind-spirit approach of Five Element acupuncture. It starts students on a lifetime study of nature's cycles to utilize acupuncture as an extension of themselves to assist nature as a healing force.

SE662
INTRODUCTION TO JAPANESE ACUPUNCTURE

Units: 3 didactic
Hours: 45 academic
Prerequisite: None
Concurrent: None
Location: Chicago

This is an introductory course in Japanese meridian therapy (JMT), or keiraku chiryo. Students learn the fundamentals of non-insertion and degrees of superficial insertion needling, as well as direct moxibustion. Essential skills include palpatory diagnosis (with special focus on pulse), needling stance, proper use of hands (oshide/sashide), sensing the arrival of qi, reloading using the right hand, and use of supplementing, shunting/dispersing needle techniques. Students progress from four-pattern diagnosis to complex pattern recognition.

SE662A
JAPANESE ACUPUNCTURE 1

Units: 2 didactic, 0.5 lab (2.5 total)
Hours: 45 academic
Prerequisite: CL542
Concurrent: None
Location: San Diego

SE662a and SE663a comprise a two-course series in Japanese acupuncture that presents diagnostic skills including pulse, abdominal and channel palpation, and treatment methods, along with theoretical paradigms.

SE663A
Japanese Acupuncture 2
Units: 2 didactic, 0.5 lab (2.5 total)
Hours: 45 academic
Prerequisite: SE662a
Concurrent: None
Location: San Diego

SE662a and SE663a comprise a two-course series in Japanese acupuncture that presents diagnostic skills including pulse, abdominal and channel palpation, and treatment methods, along with theoretical paradigms.

SE666
JAPANESE ACUPUNCTURE 3

Units: 2 didactic, 0.5 lab (2.5 total)
Hours: 45 academic
Prerequisite: SE663a
Concurrent: None
Location: San Diego

Students learn to apply herbal formulas according to the Japanese kampo diagnosis and treatment principles learned in Japanese Acupuncture 1 and 2.

SE670
MASTER TUNG'S ACUPUNCTURE

Units: 3 didactic
Hours: 45 academic
Prerequisite: AC611a
Concurrent: None
Location: Chicago

This class will introduce students to the theory and practice of Master Tung's acupuncture. Students will learn frequently used Master Tung points, including their locations, functions, and combinations, to combat pain conditions and internal disease. We will review the theory that underpins this style of acupuncture to see how it can also be applied to Chinese medicine-style acupuncture. Students will be encouraged to use Master Tung points in their clinical practice for simple, immediately effective treatments. We will also review case studies to discover how Master Tung's acupuncture can be used in a variety of presentations.

SE672
MYOLOGY OF TRIGGER POINTS

Units: 2 didactic, 0.5 lab (2.5 total)
Hours: 45 academic
Prerequisite: AC611a, WS542a
Concurrent: None
Location: New York

This course emphasizes the central role of palpation in acupuncture practice, a cornerstone of diagnosis and needle technique. It includes thorough instruction in the myology of trigger points and myofascial constrictions incorporating meridian acupuncture and the Travell trigger-point perspective. The course covers origin and insertion, and actions of the main muscles of the body, with a focus on location and palpation of each muscle's main trigger points, in such a way as to be able to place a tube correctly for needling each point. Palpation as communication and Informed Touch is also explored.

SE673
FACE READING

Units: 3 didactic
Hours: 45 academic
Prerequisite: AC611a
Concurrent: None
Location: San Diego

This course presents face reading and its application in Chinese medicine. Students will learn how to apply these concepts to facilitate transformation for themselves and their clients/patients. Students will also learn to observe changes in physical and emotional health on the face. Class assignments will prepare students to conduct a professional face reading, and how to present this information in a positive and beneficial way. Discussion will include applying this information within a healthcare plan.

SE680
KOREAN HAND THERAPY

Units: 2 didactic, 0.5 lab (2.5 total)
Hours: 45 academic
Prerequisite: successful completion of First Year Comprehensive
Concurrent: None
Location: San Diego

This course introduces students to the Korean hand therapy (KHT) system, history, and the tools needed to create an effective wellness prescription using KHT. In this course, students learn the Korean Hand Therapy system's 14 main meridian point locations (using Chinese medicine nomenclature) and their functions. Students will be introduced to Korean hand therapy treatment principles and proper application of this microsystem (via acupressure or magnets) to address common ailments. Students also learn how to evaluate the efficacy of their treatments to improve future clinical outcomes.

SE690
MEDICAL QIGONG

Units: 3 didactic
Hours: 45 academic
Prerequisite: AC605a, AC609, WS542a
Concurrent: None
Location: New York

The principles and techniques of qigong therapy are practiced. The exercises of qigong encourage the balance of qi, which enhances health and healing. Qigong energy assessment can also enhance students' ability to make better diagnoses. The external qigong therapy can be used for many disorders and improve acupuncture's therapeutic effects. Specific exercises for patients are also taught in the class to empower self-care.

BPS/MSAc FULL-TIME MODEL CURRICULUM NEW YORK AND MSAc CHICAGO

Subject to change.

CODE	COURSE	UNITS	CRED HRS	PREREQ	CONCUR	EXAM REQ	REQ FOR COMP
TERM 1							
TTS101	Technology Training for Online Students	0.0	0.0	None	None	-	-
OM511	Fundamentals of Chinese Medicine 1	3.0	45.0	None	None	-	1, 2
OM501	Philosophical and Historical Foundations of Chinese Medicine	3.0	45.0	None	None	-	1, 2
BT124 (BT524 in NY)	Taiji/Qigong	1.5	30.0	None	None	-	-
CL211	Clinical Counseling 1: The Student	1.5	30.0	None	None	-	1, 2
CL501	Introduction to Clinical Observation	1.0	15.0	None	None	-	1, 2
WS521	Anatomy and Physiology 1	2.5	37.5	None	WS525.L1	-	1, 2
WS525.L1	Anatomy and Physiology 1 Lab	1.0	30.0	None	WS521	-	1, 2
BIO101	General Biology	2.5	45.0	None	None	-	1, 2
TOTAL UNITS/HOURS:		**16.0**	**277.5**				
TERM 2							
OM512	Fundamentals of Chinese Medicine 2	3.0	45.0	OM511	None	-	1, 2
AC504a	Acupuncture Channels and Points 1	2.5	45.0	WS521, WS525.L1, OM511	None	-	1, 2
WS515	Anatomy and Physiology 2	3.0	45.0	BIO101, WS521, WS525.L1	None	-	1, 2
HB501	Introduction to Chinese Herbology	2.0	30.0	OM511	None	-	1, 2
BT130 (BT530 in NY)	Tui Na Hand Techniques	1.5	30.0	None	None	-	1, 2
CL531a	Clinical Observation	2.0	60.0	OM511, CL501	CPR/First Aid		1, 2
CF0.00	CPR/First Aid (8 hours required)	0.0	0.0	None	None	-	1, 2
TOTAL UNITS/HOURS:		**14.0**	**255.0**				

CODE	COURSE	UNITS	CRED HRS	PREREQ	CONCUR	EXAM REQ	REQ FOR COMP
TERM 3							
OM513	Fundamentals of Chinese Medicine 3	3.0	45.0	OM512	None	-	1, 2
AC505a	Acupuncture Channel and Points 2	2.5	45.0	AC504a, OM512	None	-	1, 2
BT230 (BT580 in NY)	Tui Na Structural Techniques	1.5	30.0	BT130 (BT530 in NY)	None	-	-
WS527	Anatomy and Physiology 3	3.0	45.0	WS515	None	-	1, 2
WS550	Foundations of Evidence-Informed Practice	3.0	45.0	OM511	None	-	1, 2
AC511a	Introduction to Clinical Techniques	2.5	45.0	AC504a	CL532a	-	1, 2
CL532a	Clinical Assistantship 1	2.0	60.0	CL211, CL531a, HB501, AC504a, BT130 (BT530 in NY)	AC511a	-	-
TOTAL UNITS/HOURS:		**17.5**	**315.0**				

TERM 4							
OM514	Fundamentals of Chinese Medicine 4	3.0	45.0	AC504a, OM513	None	-	1, 2
WS528	Anatomy and Physiology 4	3.0	45.0	WS515	None	-	1, 2
WS207	Survey of Biochemical Principles	2.0	30.0	BIO101, CHEM101	None	-	1, 2
AC506a	Acupuncture Channels and Points 3	2.5	45.0	AC505a, OM513	None	-	1, 2
AC512a	Needle Technique	2.5	45.0	AC505a, AC511a	AC506a	-	1, 2
CL533a	Clinical Assistantship 2	2.0	60.0	AC511a, AC505a, CL532a	None	-	-
CL502	Introduction to Associate Internship	1.0	15.0	CL532a	None	-	2
TOTAL UNITS/HOURS:		**16.0**	**285.0**		First Comprehensive Exam		
TERM 5							
CL541a	Associate Internship 1	2.0	60.0	AC512a, CL502, BT230 (BT580 in NY)	None	1	-
AC631	Auricular Micro Therapy	2.5	45.0	AC506a, AC512a	None	1	2
WS506	Eastern and Western Nutrition	3.0	45.0	HB501, WS207	None	-	-
WS531	Pathophysiology 1	3.0	45.0	WS528	None	1	2
WS541a	Ortho-Neuro Eval 1	2.0	45.0	WS528	None	1	2
AC611a	Advanced Needle Techniques	2.5	45.0	AC512a	None	1	2
TOTAL UNITS/HOURS:		**15.0**	**285.0**				
TERM 6							
OM613	Acupuncture Therapeutics 1	3.0	45.0	OM514, WS550	None	1	2
WS542a	Ortho-Neuro Eval 2	2.0	45.0	WS541a	None	1	2
AC632	Secondary Vessels	2.5	45.0	AC506a, AC611a	None	1	2
AC633	Combined Point Applications	2.5	45.0	AC506a, AC512a	None	1	2
WS632	Pathophysiology 2	3.0	45.0	WS528	None	1	2
CL503	Associate Internship Grand Rounds	1.0	15.0	CL502	None	1	-
CL542a	Associate Internship 2	2.0	60.0	CL541a	None	1	-
TOTAL UNITS/HOURS:		**16.0**	**300.0**		Second Comprehensive Exam Prereq: Pass First Comprehensive Exam (All Sections)		
TERM 7							
OM614	Acupuncture Therapeutics 2	3.0	45.0	OM613	None	1	-
WS652a	Physical Exam	2.5	45.0	WS531, WS632	None	1	-
WS651	Pharmacology	2.0	30.0	WS531, WS632	None	1	-
WS204	Biological Aspects of Physics	2.5	37.5	None	None	-	-
AC613a	Treatment of Orthopedic Disorders	2.0	45.0	AC611a, WS542a	None	1	-
CL651a	Senior Internship 1	2.0	60.0	CL542a	1 of: [OM614, OM615, OM616] AC613a, WS652a	1, 2	-
CL652a	Senior Internship 2	2.0	60.0	CL542a	AC613a, WS652a, 1 of: [OM614, OM615, OM616]	1, 2	-
TOTAL UNITS/HOURS:		**16.0**	**322.5**				

NOTE: AC611a, AC613a, AC631, AC632, AC633 Students must attempt first-year COMPS to enroll in Term 5 needling courses. Passing is not required.

CODE	COURSE	UNITS	CRED HRS	PREREQ	CONCUR	EXAM REQ	REQ FOR COMP
TERM 8							
OM615	Acupuncture Therapeutics 3	3.0	45.0	OM613	None	1	-
BU611	Practice Management and Ethics	3.0	45.0	None	None	1	-
WS656	Clinical Science	3.0	45.0	WS651	None	1	-
CL653a	Senior Internship 3	2.0	60.0	CL542a, AC613a, WS652a	1 of: [OM614, OM615, OM616]	1, 2	-
CL654a	Senior Internship 4	2.0	60.0	CL542a, AC613a, WS652a	1 of: [OM614, OM615, OM616]	1, 2	-
TOTAL UNITS/HOURS:		**13.0**	**255.0**				
TERM 9							
OM616	Acupuncture Therapeutics 4	3.0	45.0	OM613	None	1	-
BU612	Medical-Legal Report Writing	2.0	30.0	None	Intern	1, 2	-
CL655a	Senior Internship 5	2.0	60.0	CL653a	1 of: [OM614 OM615, OM616]	1, 2	-
CL656a	Senior Internship 6	2.0	60.0	CL653a	CL655a, 1 of: [OM614 OM615, OM616]	1, 2	-
OM643	Licensure Exam Preparatory Course	1.0	15.0	None	None	1, 2	-
TOTAL UNITS/HOURS:		**10.0**	**210.0**				
TOTAL PROGRAM UNITS/HOURS:		**133.5**	**2,505.0**				

BPS/MSAcCHM FULL-TIME MODEL CURRICULUM NEW YORK AND MSAcCHM SAN DIEGO AND CHICAGO

Subject to change.

CODE	COURSE	UNITS	CRED HRS	PREREQ	CONCUR	EXAM REQ	REQ FOR COMP
TERM 1							
TTS101	Technology Training for Online Students	0.0	0.0	None	None	-	-
OM511	Fundamentals of Chinese Medicine 1	3.0	45.0	None	None	-	1, 2
OM501	Philosophical and Historical Foundations of Chinese Medicine	3.0	45.0	None	None	-	1, 2
BT124 (BT524 in NY)	Taiji/Qigong	1.5	30.0	None	None	-	-
CL501	Introduction to Clinical Observation	1.0	15.0	None	None	-	1, 2
CL211	Clinical Counseling 1: The Student	1.5	30.0	None	None	-	1, 2
WS521	Anatomy and Physiology 1	2.5	37.5	None	WS525.L1	-	1, 2
WS525.L1	Anatomy and Physiology 1 Lab	1.0	30.0	None	WS521	-	1, 2
WS202	Medical Terminology	1.5	22.5	None	None	-	1, 2
BIO101	General Biology	2.5	45.0	None	None	-	1, 2
TOTAL UNITS/HOURS:		**17.5**	**300.0**				
TERM 2							
OM512	Fundamentals of Chinese Medicine 2	3.0	45.0	OM511	None	-	1, 2
AC504a	Acupuncture Channels and Points 1	2.5	45.0	WS521, WS525.L1, OM511	None	-	1, 2
WS515	Anatomy and Physiology 2	3.0	45.0	BIO101, WS521, WS525.L1	None	-	1, 2
HB501	Introduction to Chinese Herbology	2.0	30.0	OM511	None	-	Herb Comp,2
BT130 (BT530 in NY)	Tui Na Hand Techniques	1.5	30.0	None	None	-	1, 2
CL531	Clinical Observation	2.0	60.0	OM511, CL501	CPR/First Aid		1, 2
CF0.00	CPR/First Aid (8 hours required)	0.0	0.0	None	None	-	1, 2
TOTAL UNITS/HOURS:		**14.0**	**255.0**				

CODE	COURSE	UNITS	CRED HRS	PREREQ	CONCUR	EXAM REQ	REQ FOR COMP
TERM 3							
OM513	Fundamentals of Chinese Medicine 3	3.0	45.0	OM512	None	-	1, 2
AC505a	Acupuncture Channel and Points 2	2.5	45.0	AC504a, OM512	None	-	1, 2
BT230 (BT580 in NY)	Tui Na Structural Techniques	1.5	30.0	BT130 (BT530 in NY)	None	-	-
HB514	Herbology 1	2.0	30.0	HB501	None	-	Herb Comp, 2
WS527	Anatomy and Physiology 3	3.0	45.0	WS515	None	-	1, 2
WS550	Foundations of Evidence-Informed Practice	3.0	45.0	OM511	None	-	1, 2
AC511a	Introduction to Clinical Techniques	2.5	45.0	AC504a	CL532	None	1, 2
CL532	Clinical Assistantship 1	2.0	60.0	CL211, CL531, HB501, AC504a, BT130 (BT530 in NY)	AC511a	None	-
TOTAL UNITS/HOURS:		**19.5**	**345.0**				
TERM 4							
OM514	Fundamentals of Chinese Medicine 4	3.0	45.0	AC504a, OM513	None	-	1, 2
WS207	Survey of Biochemical Principles	2.0	30.0	BIO101, CHEM101	None	-	1, 2
WS528	Anatomy and Physiology 4	3.0	45.0	WS515	None	-	1, 2
HB515	Herbology 2	2.0	30.0	HB501, OM512	None	-	Herb Comp, 2
AC506a	Acupuncture Channels and Points 3	2.5	45.0	AC505a, OM513	None	-	1, 2
AC512a	Needle Technique	2.5	45.0	AC505a, AC511a	AC506a	-	1, 2
CL533	Clinical Assistantship 2	2.0	60.0	HB514, AC511a, AC505a, CL532	None	-	-
TOTAL UNITS/HOURS:		**17.0**	**300.0**	First Comprehensive Exam (except Herbology exams)			
TERM 5							
WS204	Biological Aspects of Physics	2.5	37.5	None	None	-	-
AC631	Auricular Micro Therapy	2.5	45.0	AC506a, AC512a	None	1	2
HB516	Herbology 3	3.0	45.0	HB501, OM513	None	Herb Comp	2
WS531	Pathophysiology 1	3.0	45.0	WS528	None	1	2
WS541a	Ortho-Neuro Eval 1	2.0	45.0	WS528	None	1	2
AC611a	Advanced Needle Techniques	2.5	45.0	AC512a	None	1	2
CL502	Introduction to Associate Internship	1.0	15.0	CL532	None	-	2
TOTAL UNITS/HOURS:		**16.5**	**277.5**	First Comprehensive Exam (Herbology exams only)			
TERM 6							
OM651	Diagnosis and Treatment of Disease 1	3.0	45.0	HB516, OM514, WS550	HB621	1	2
HB621	Herbology 4	3.0	45.0	HB516	None	1	Herb Comp
WS542a	Ortho-Neuro Eval 2	2.0	45.0	WS541a	None	1	2
AC632	Secondary Vessels	2.5	45.0	AC506a, AC611a	None	1	2
WS632	Pathophysiology 2	3.0	45.0	WS528	None	1	2
CL541	Associate Internship 1	2.0	60.0	CL502, CL533, AC512a, BT230 (BT580 in NY)	None	1	-
TOTAL UNITS/HOURS:		**15.5**	**285.0**				

NOTE: AC611a, AC613a, AC631, AC632, AC633 Students must attempt first-year COMPS to enroll in Term 5 needling courses. Passing is not required.

CODE	COURSE	UNITS	CRED HRS	PREREQ	CONCUR	EXAM REQ	REQ FOR COMP
TERM 7							
OM652	Diagnosis and Treatment of Disease 2	3.0	45.0	HB621, OM651	None	1	2
HB622	Herbology 5	3.0	45.0	HB621	None	1	Herb Comp
AC633	Combined Point Applications	2.5	45.0	AC506a, AC512a	None	1	2
WS506	Eastern and Western Nutrition	3.0	45.0	HB501, WS207	None	-	-
WS651	Pharmacology	2.0	30.0	WS531, WS632	None	1	2
CL503	Associate Internship Grand Rounds	1.0	15.0	CL502	None	1	-
CL542	Associate Internship 2	2.0	60.0	CL541	CL503	1	-
TOTAL UNITS/HOURS:		**16.5**	**285.0**	Second Comprehensive Exam (Except Herbology Exams) Prereq: Pass First Comprehensive Exam (All Sections)			
TERM 8							
OM653	Diagnosis and Treatment of Disease 3	3.0	45.0	HB621, OM651	None	1	-
HB623	Herbology 6	3.0	45.0	HB621	None	1	Herb Comp
WS656	Clinical Science	3.0	45.0	WS651	None	1	-
AC613a	Treatment of Orthopedic Disorders	2.0	45.0	AC611a, WS542a	None	1	-
WS652a	Physical Exam	2.5	45.0	WS531, WS632	None	1	-
CL612a	Clinical Counseling 2: The Patient	1.5	30.0	None	CL542 or any of CL651-CL659	1	-
CL543	Associate Internship 3	2.0	60.0	CL542	None	1	-
TOTAL UNITS/HOURS:		**17.0**	**315.0**	Second Comprehensive Exam (Herbology Exams Only) Prereq: Pass First Comprehensive Exam (All Sections)			
TERM 9							
OM704	Diagnosis and Treatment of Disease 4	3.0	45.0	HB621, OM651	None	1	
HB631	Chinese Herbs and Internal Medicine 1	3.0	45.0	HB623	None	1, 2	
HB642	Shang Han Lun/Wen Bing (Survey of the Classics)	3.0	45.0	HB623	None	1, 2	
CL651	Senior Internship 1	2.0	60.0	CL612a, CL543, OM651, WS652a, 2 of [OM652, OM653, OM704]	None	1, 2	
CL652	Senior Internship 2	2.0	60.0	CL612a, CL543, OM651, WS652a, 2 of [OM652, OM653, OM704]	None	1, 2	
CL653	Senior Internship 3	2.0	60.0	WS652a, CL612a, CL543, OM651, 2 of [OM652, OM653, OM704]	None	1, 2	
TOTAL UNITS/HOURS (SAN DIEGO):		**15.0**	**315.0**				
TOTAL UNITS/HOURS (NEW YORK AND CHICAGO):		**15.0**	**315.0**				

NOTE: AC611a, AC613a, AC631, AC632, AC633 Students must attempt first-year COMPS to enroll in Term 5 needling courses. Passing is not required.

CODE	COURSE	UNITS	CRED HRS	PREREQ	CONCUR	EXAM REQ	REQ FOR COMP
TERM 10							
OM705	Diagnosis and Treatment of Disease 5	3.0	45.0	HB621, OM651	None	1, 2	-
HB632	Chinese Herbs and Internal Medicine 2	3.0	45.0	HB631	None	1, 2	-
BU611	Practice Management and Ethics	3.0	45.0	None	None	1	-
CL654	Senior Internship 4	2.0	60.0	CL651, 1 of: [HB631, HB632, HB633]	None	1, 2	-
CL655	Senior Internship 5	2.0	60.0	CL651, 1 of: [HB631, HB632, HB633]	None	1, 2	-
CL656	Senior Internship 6	2.0	60.0	CL651, 1 of: [HB631, HB632, HB633]	None	1, 2	-
TOTAL UNITS/HOURS:		**15.0**	**315.0**				
TERM 11							
	Specialty Elective	1.0	15.0	-	-	-	-
WS830	Preventive Medicine and Public Health	2.0	30.0	WS550	None	-	-
HB633	Chinese Herbs and Internal Medicine 3	3.0	45.0	HB631	None	1, 2	-
BU612	Medical-Legal Report Writing	2.0	30.0	None	Intern	1, 2	-
CL657	Senior Internship 7	2.0	60.0	CL651, 2 of: [HB631, HB632, HB633]	None	1, 2	-
CL658	Senior Internship 8	2.0	60.0	CL651, 2 of: [HB631, HB632, HB633]	None	1, 2	-
CL659	Senior Internship 9	2.0	60.0	CL651, 2 of: [HB631, HB632, HB633]	None	1, 2	-
OM642	Licensure Exam Preparatory Course (San Diego)	3.0	45.0	None	None	1, 2	-
OM643	Licensure Exam Preparatory Course (New York and Chicago)	1.0	15.0	None	None	1, 2	
TOTAL UNITS/HOURS (SAN DIEGO):		**17.0**	**345.0**				
TOTAL UNITS/HOURS (NEW YORK AND CHICAGO):		**15.0**	**315.0**				
TOTAL PROGRAM UNITS/HOURS (SAN DIEGO):		**180.5**	**3,337.5**				
TOTAL PROGRAM UNITS/HOURS (NEW YORK AND CHICAGO):		**178.5**	**3,307.5**				

T – Indicates transfer credit into the master's or doctoral degree program is awarded for this course

* – Indicates these are co-requisite courses to the DAcCHM program (General Biology transfers into the MSAcCHM program

NON-REQUIRED ELECTIVES

Pacific College of Health and Science offers a diverse selection of electives that reflect the unique qualifications and expertise of our faculty. While electives are optional for students in the MSAc/DAc programs, they are welcome to enroll if space is available. Please be aware that these electives do not qualify for Financial Aid Funding. Students in the MSAcCHM/DAcCHM programs are required to complete one elective. Additional electives may also be taken, but please note that these will not be eligible for Financial Aid. However, students should note that courses that do not apply toward their academic program requirements, including non-required electives and coursework from another academic program, are not included when determining Title IV financial aid eligibility. Contact the Office of the Registrar for more information.

CERTIFICATE IN CHINESE HERBAL MEDICINE (CCHM) FOR LICENSED ACUPUNCTURISTS

Total Credits:	40.0
Total Hours:	750.0
Location:	New York, Chicago

Educational Purpose

The Certificate in Chinese Herbal Medicine (CCHM) consists of 450 didactic hours and 300 clinical hours that qualify the student to complete the NCBAHM (formerly NCCAOM) exam in Chinese Herbology. The program is designed for licensed acupuncturists who want to add this powerful tool to their acupuncture practices. Designed with the busy professional in mind, the program is organized into three distinct phases. In the first academic phase, fundamental theories are presented, along with the functions, indications, and unique properties of individual herbs. In the clinical preceptorship, students assemble herb formulas under the supervision of licensed supervisors. In the second phase, courses present herbal formulas and their modifications. In the third and final phase of the program, courses present case studies and advanced topics in internal medicine. While in clinic internship, students manage patients and follow their progress.

Program Learning Outcomes

Graduates of Pacific College of Health and Science's CCHM programs will:

1. Understand and demonstrate personal and professional ethical standards.
2. Understand the etiology of disease from a Chinese and biomedical perspective and apply this understanding by recommending disease prevention strategies.
3. Evaluate patients exhibiting complaints commonly seen and treated by Chinese medicine and in a manner that indicates cognizance of all relevant Chinese medical diagnostic paradigms.
4. Recognize signs and symptoms necessitating referral to appropriate healthcare providers.
5. Formulate treatment principles for patients that follow logically from the diagnosis and in a manner that prioritizes treatment procedures.
6. Formulate acupuncture, herbal, and supplemental treatment plans and be able to provide a logical rationale for such plans.
7. Indicate as part of the treatment plan the number of treatments recommended or required, the frequency of treatment, and be able to provide a logical rationale for such plans.
8. Be able to personally, or through appropriate support personnel, administer the designated treatment plan.
9. Demonstrate knowledge of clinical sciences from Chinese and biomedical perspectives.
10. Communicate in a professional and knowledgeable manner about Chinese medicine and biomedicine with relevant healthcare professionals.

Program Goals (CCHM)

1. To train qualified practitioners of traditional Chinese medicine.
2. To enable graduates who have earned a master's or doctoral degree in acupuncture to further their knowledge of traditional Chinese medicine and herbal medicine and apply the principles of natural healing for the benefit of their patients.
3. To become an integral part of the modern healthcare system.
4. To provide a supportive educational environment conducive to personal growth and academic advancement.
5. To further the understanding of the professions of traditional Chinese medicine through dialogue with other members of the healthcare community and the public at large.

CCHM COURSES AND COURSE DESCRIPTIONS

In alphabetical order by course code and subject to change.

CODE	COURSE	UNITS	CRED HRS	PREREQ	CONCUR
CL521	Herbology Clinic Observation	2.0	60.0	None	None
CL530	Herbology Clinic Preceptorship	2.0	60.0	HB514	HB516
CL540	Herbology Clinic Internship 1	2.0	60.0	CL530, HB621	None
CL650	Herbology Clinic Internship 2	2.0	60.0	HB631	None
CL660	Herbology Clinic Internship 3	2.0	60.0	HB631	None
HB501	Introduction to Chinese Herbology	2.0	30.0	OM511*	None
HB514	Herbology 1	2.0	30.0	HB501 (or by permission)	None
HB515	Herbology 2	2.0	30.0	HB501, OM512	None
HB516	Herbology 3	3.0	45.0	HB501, OM513	None
HB621	Herbology 4	3.0	45.0	HB516	None
HB622	Herbology 5	3.0	45.0	HB621 (or by permission)	None
HB623	Herbology 6	3.0	45.0	HB621	None
HB631	Chinese Herbs and Internal Medicine 1	3.0	45.0	HB623	None
HB632	Chinese Herbs and Internal Medicine 2	3.0	45.0	HB631 (or by permission)	None
HB633	Chinese Herbs and Internal Medicine 3	3.0	45.0	HB631	None
HB642	Shang Han Lun/Wen Bing (Survey of the Classics)	3.0	45.0	HB623 (or by permission)	None

* Prerequisite achieved through prior acupuncture education.

CL521
HERBOLOGY CLINIC OBSERVATION

Units: 2 clinical
Hours: 60 academic
Prerequisite: None
Concurrent: None
Location: New York, Chicago

Students observe the practice of seeing patients and prescribing herbal formulas. Herbology Clinic Observers may also observe in the clinic herb room and witness how formulas are assembled. Students begin to connect their knowledge of Chinese medicine theory with how herbs are used within a treatment plan.

CL530
HERBOLOGY CLINIC PRECEPTORSHIP

Units: 2 clinical
Hours: 60 academic
Prerequisite: HB514
Concurrent: HB516
Location: New York, Chicago

The herb clinic preceptorship offers the student the opportunity to work in the dispensary and assist in the preparation of herbal formulas.

CL540
HERBOLOGY CLINIC INTERNSHIP 1

Units: 2 clinical
Hours: 60 academic
Prerequisite: CL530, HB621
Concurrent: None
Location: New York, Chicago

Herbology Clinic Internship 1 students begin seeing patients and use their knowledge of Chinese medicine to practice prescribing simple herbal formulas under close supervision of a qualified clinician. Herbology Clinic Interns will also assemble the prescribed formulas for their patients.

CL650
HERBOLOGY CLINIC INTERNSHIP 2

Units: 2 clinical
Hours: 60 academic
Prerequisite: HB631
Concurrent: None
Location: New York, Chicago

Herbology Clinic Internship 2 students see patients and use their knowledge of Chinese medicine to prescribe simple to complex or modified herbal formulas under supervision of a qualified clinician. Herbology Clinic Interns will also assemble the prescribed formulas for their patients.

CL660
HERBOLOGY CLINIC INTERNSHIP 3

Units: 2 clinical
Hours: 60 academic
Prerequisite: HB631
Concurrent: None
Location: New York, Chicago

Herbology Clinic Internship 3 students begin seeing patients and use their knowledge of Chinese medicine to practice prescribing herbal formulas under close supervision of a qualified clinician. Herbology Clinic Interns will also assemble the prescribed formulas.

HB501
INTRODUCTION TO CHINESE HERBOLOGY

Units: 2 didactic
Hours: 30 academic
Prerequisite: OM511*
Concurrent: None
Location: San Diego, New York, Chicago

This course is the first of a series that spans nearly the entirety of the DAcCHM and MSAcCHM programs. Just as Acupuncture Channels and Points 1 brings to life the tradition of acupuncture, Introduction to Chinese Herbology introduces its equal partner. This course presents the history and fundamental concepts of Chinese herbal medicine: nomenclature, categorization, basic botany, preparation and delivery methods, and safety issues.

* Prerequisite achieved through prior acupuncture education.

HB514
HERBOLOGY 1

Units: 2 didactic
Hours: 30 academic
Prerequisite: HB501 (or by permission of instructor)
Concurrent: None
Location: San Diego, New York, Chicago

The materia medica series covers individual medicinal substances used in Chinese herbal medicine in great depth. Students learn the pin yin and Latin name of all herbs covered; functions and indications; cautions and contraindications; the relevance of entering channels; taste, temperature, and characteristics of herbs; and dosage ranges. Physical identification of herbs is also practiced.

HB515
HERBOLOGY 2

Units: 2 didactic
Hours: 30 academic
Prerequisite: HB501, OM512
Concurrent: None
Location: San Diego, New York, Chicago

This course continues the presentation of the Chinese materia medica.

HB516
HERBOLOGY 3

Units: 3 didactic
Hours: 45 academic
Prerequisite: HB501, OM513
Concurrent: None
Location: San Diego, New York, Chicago

This course completes the presentation of the Chinese materia medicA.

HB621
HERBOLOGY 4

Units: 3 didactic
Hours: 45 academic
Prerequisite: HB516, First Year Herb Comprehensive Exam
Concurrent: None
Location: San Diego, New York, Chicago

This course comprehensively presents Chinese herbal formulas and modifications within the framework of their traditional therapeutic functions. Students learn 1) the theories of the seven relations (mutual enhancement, etc.), 2) representative combinations, 3) theory of formula construction, 4) hierarchy of ingredients, 5) forms of administration (decoction, powders, pills, etc.), 6) Chinese and English names for each formula, 7) each ingredient and function in the formula, 8) the historical context and source texts discussed for each formula, 9) pattern and disease treated by each formula, 10) basic modifications for each formula, 11) methodology for understanding the construction and use of formulas the student has not encountered before (self-directed learning), 12) recognition of common traditional combinations present in many formulas, 13) modular understanding of formulas and "familial" relationships between formulas, and 14) application to case studies.

HB622
HERBOLOGY 5

Units: 3 didactic
Hours: 45 academic
Prerequisite: HB621 (or by permission of instructor), First Year Herb Comprehensive Exam Concurrent: None
Location: San Diego, New York, Chicago

This course continues the presentation of Chinese herbal formulas and modifications within the framework of their traditional therapeutic functions.

HB623
HERBOLOGY 6

Units: 3 didactic

Hours: 45 academic

Prerequisite: HB621, First Year Herb Comprehensive Exams

Concurrent: None

Location: San Diego, New York, Chicago

This course continues the presentation of Chinese herbal formulas and modifications within the framework of their traditional therapeutic functions. By using their knowledge of individual herbs, students are able to modify base formulas to create hundreds of new formulas. With this skill, the student is prepared to begin prescribing herbs in clinical internship. Pacific College of Health and Science's busy clinic has a complete herbal pharmacy with raw herbs as well as prepared "patent" formulas and granules.

HB631, HB632, HB633 CHINESE HERBS AND INTERNAL MEDICINE 1-3

Chinese Herbs and Internal Medicine is a year-long sequence during which students master formula construction and modifications. Case studies from medical specialties are used for relevance and to reinforce students' knowledge in these specialties. Contemporary literature on pharmacognosy, toxicology and pharmacology will be presented to maximize therapeutic effects and minimize side-effects of concurrent use of herbal medicine and pharmaceuticals. Students will learn to use 1) standard base formulas, 2) typical modifications, i.e., dui yao and small formulas, and 3) individualized formulas for complex cases. Students will learn the relevant classical as well as modern theories used in the formulation process and will understand the relationship between the pathomechanisms of symptoms and selection of specific herbs and formulas.

HB631
CHINESE HERBS AND INTERNAL MEDICINE 1

Units: 3 didactic

Hours: 45 academic

Prerequisite: HB623, Second Year Herb Comprehensive Exam

Concurrent: None

Location: San Diego, New York, Chicago

Chinese Herbs and Internal Medicine 1 presents common respiratory and gastrointestinal disorders, including stroke, headache, multiple sclerosis, and others.

HB632
CHINESE HERBS AND INTERNAL MEDICINE 2

Units: 3 didactic

Hours: 45 academic

Prerequisite: HB631 (or by permission of instructor), Second Year Herb Comprehensive Exam

Concurrent: None

Location: San Diego, New York, Chicago

Chinese Herbs and Internal Medicine 2 covers disorders within the specialties of mental health and obstetrics and gynecology.

HB633
CHINESE HERBS AND INTERNAL MEDICINE 3

Units: 3 didactic

Hours: 45 academic

Prerequisite: HB631, Second Year Herb Comprehensive Exam

Concurrent: None

Location: San Diego, New York, Chicago

Chinese Herbs and Internal Medicine 3 presents disorders within dermatology and cardiology. It also addresses diabetes.

HB642
SHANG HAN LUN/WEN BING

(Survey of the Classics)

Units: 3 didactic

Hours: 45 academic

Prerequisite: HB623 (or by permission of instructor), First Year Herb Comprehensive Exam

Concurrent: None

Location: San Diego, New York, Chicago

This course is designed for the advanced student at the internship level. It presents protocols for the diagnosis and treatment for externally contracted, cold-damage disorders and warm diseases. The first half of the course will be based on readings from the Shang Han Lun with discussion, commentary, and relevant prescriptions. The second half of the course will be based on Dr. Liu's Warm Disease: A Clinical Guide, with commentary and case histories from such Warm Disease School physicians as Ye Tianshi and Wu Jutong. Students will learn how to modify prescriptions based on disease progression. Acupuncture point prescriptions developed from the texts and later authors will also be discussed.

TTS101
TECHNOLOGY TRAINING FOR ONLINE STUDENTS

Units: 0 didactic

Hours: 0 academic

Prerequisite: None

Concurrent: None

Location: Online

This course introduces the online services of Pacific College of Health and Science and Moodle or BlackBoard, the learning management system. The learning modules cover common activities used for the online portions of your courses. The modules show the various types of activities and resources found in courses and information needed to complete class activities and assignments.

CCHM PART-TIME MODEL CURRICULUM, NEW YORK, AND CHICAGO

Subject to change.

CODE	COURSE	UNITS	CRED HRS	PREREQ	CONCUR
TERM 1					
TTS101	Technology Training for Online Students	0.0	0.0	None	None
HB501	Introduction to Chinese Herbology	2.0	30.0	OM511*	None
HB514	Herbology 1	2.0	30.0	HB501 (or by permission)	None
CL521	Herbology Clinic Observation	2.0	60.0	None	None
TOTAL UNITS/HOURS:		**6.0**	**120.0**		
TERM 2					
HB515	Herbology 2	2.0	30.0	HB514	None
HB516	Herbology 3	3.0	45.0	HB514	None
CL530	Herbology Clinic Preceptorship**	2.0	60.0	HB514	HB516
TOTAL UNITS/HOURS:		**7.0**	**135.0**		
TERM 3					
HB621	Herbology 4	3.0	45.0	HB516	None
HB622	Herbology 5	3.0	45.0	HB621 (or by permission)	None
TOTAL UNITS/HOURS:		**6.0**	**90.0**		
TERM 4					
HB642	Shang Han Lun/Wen Bing (Survey of the Classics)	3.0	45.0	HB623 (or by permission)	None
HB623	Herbology 6	3.0	45.0	HB621	None
TOTAL UNITS/HOURS:		**6.0**	**90.0**		
TERM 5					
HB631	Chinese Herbs and Internal Medicine 1	3.0	45.0	HB623	None
HB632	Chinese Herbs and Internal Medicine 2	3.0	45.0	HB631(or by permission)	None
CL540	Herbology Clinic Internship 1	2.0	60.0	HB621, CL530	None
TOTAL UNITS/HOURS:		**8.0**	**150.0**		
TERM 6					
HB633	Chinese Herbs and Internal Medicine 3	3.0	45.0	HB631	None
CL650	Herbology Clinic Internship 2	2.0	60.0	HB631	None
CL660	Herbology Clinic Internship 3	2.0	60.0	HB631	None
TOTAL UNITS/HOURS:		**7.0**	**165.0**		
PROGRAM TOTAL:		**40.0**	**750.0**		

* Prerequisite achieved through prior acupuncture education

FACIAL APPLICATIONS FOR COSMETIC ENHANCEMENT (FACE) CERTIFICATE

ANNUAL ENROLLMENT ONLY FOR WINTER SEMESTERS.

Total Credits:	8.5
Location:	Didactic Online, Clinical San Diego

Educational Purpose

More and more people are seeking safe and effective cosmetic solutions as an alternative or in addition to familiar Western invasive procedures such as neurotoxins (e.g., Botox), volumizers (e.g., collagen injections), and surgery. To meet this demand, many acupuncturists and acupuncture students elect to take introductory training in facial acupuncture. Training in this area is seldom advanced enough to cover a wide variety of diagnoses and treatment options. Considering the broader demand for advanced training in non-surgical facial cosmetic enhancements, Pacific College of Health and Science developed an advanced certificate.

The Facial Applications in Cosmetic Enhancement (FACE) Certificate program consists of two courses that train students how to understand and apply cosmetic enhancements to the face, head, and neck. The curriculum will enhance understanding of head, face, and neck anatomy, physiology, and pathology from Eastern and Western medical perspectives. Internationally known faculty teach a variety of facial applications for cosmetic enhancement.

The FACE certificate program is taught in a hybrid format. Online learning will allow students to learn from a larger number of advanced national and international teachers, offering more advanced training. On-ground learning is an eight-day, intensive, hands-on clinical training with the elite faculty that students have been learning from online.

Program Learning Outcomes

Graduates of FACE program will be able to:

1. Describe FACE theory and treatment from an Eastern Asian and Western medicine perspective.
2. Apply Eastern and Western medicine physiology and pathology theory as it pertains to FACE.
3. Safely apply FACE theory and treatment strategies to client care.
4. Demonstrate FACE treatment strategies, and treatment competency.
5. Document patient medical history, presentation, and treatment progress to support FACE client outcomes.
6. Evaluate FACE theory and treatment strategies.

FACE CERTIFICATE COURSES AND COURSE DESCRIPTIONS

In alphabetical order by course code and subject to change.

CODE	COURSE	UNITS	CRED HRS	PREREQ	CONCUR
FACE415	FACE Theory and Clinic	6.5	127.5	None	None
FACE420	FACE Case Studies and Presentations	2.0	30.0	FACE415	None
TTS101	Technology Training for Online Students	0.0	0.0	None	None

FACE415

FACE THEORY AND CLINIC

Units: 4.5 didactic, 2.0 lab (6.5 total)
Hours: 127.5 academic
Prerequisite: None
Concurrent: None
Location: Online and San Diego

This course offers diverse approaches to FACE theory and treatment strategies from a variety of perspectives, taught by elite leaders in the field of facial diagnosis and acupuncture. Eastern- and Western-based anatomy, physiology, and pathology of the face with resultant East/West medical perspectives on FACE theory and treatment will be highlighted. Students will learn to identify, examine, critically evaluate, and treat FACE conditions. During intake/history, students will identify cautions, contraindications, and safety considerations. Students will also develop an understanding of a variety of skin conditions, and how to incorporate face reading and diagnosis, emotional triggers, Chinese medical acupuncture, motor point needling, trigger point needling, and intradermal needling of the face, head, and neck to FACE theory and treatments. Ancillary services such as facial gua sha, facial cupping, microcurrent, light emitting diodes, and current popular treatments will be introduced.

Students will meet with instructors in San Diego for eight consecutive days of intensive mentorship and hands-on clinical training. Under the tutelage of elite leaders in the field of acupuncture and facial acupuncture students will practice examining, evaluating, and treating FACE conditions from Eastern and Western medical perspectives. Students will also have the opportunity to practice their ancillary service skills.

FACE420

FACE CASE STUDIES AND PRESENTATIONS

Units: 2 didactic
Hours: 30 academic
Prerequisite: FACE415
Concurrent: None
Location: Online

Case studies and case study guidelines will be presented. Case study supervision will be available as students collect data and construct their own case study. Students will present a FACE case study to the class. They will also analyze and critically evaluate case study presentations of others.

TTS101

TECHNOLOGY TRAINING FOR ONLINE STUDENTS

Units: 0 didactic
Hours: 0 academic
Prerequisite: None
Concurrent: None
Location: Online

This course introduces the online services of Pacific College of Health and Science and Moodle or BlackBoard, the learning management system. The learning modules cover common activities used for the online portions of your courses. The modules show the various types of activities and resources found in courses and information needed to complete class activities and assignments.

FACE CERTIFICATE PART-TIME MODEL CURRICULUM, ONLINE

Subject to change. Clinic at San Diego campus.

CODE	COURSE	UNITS	CRED HRS	PREREQ	CONCUR	EXAM REQ	REQ FOR COMP
TERM 1							
TTS101	Technology Training for Online Students	0.0	0.0	None	None		
FACE415	FACE Theory and Clinic	6.5.	127.5	None	None		
TOTAL UNITS/HOURS:		**6.5**	**127.5**				
TERM 2							
FACE420	FACE Case Studies and Presentations	2.0	30.0	FACE415	None		
TOTAL UNITS/HOURS:		**2.0**	**30.0**				
PROGRAM TOTAL UNITS/HOURS:		**8.5**	**157.5**				

ASSOCIATE OF APPLIED SCIENCE HOLISTIC HEALTH SCIENCE (AAS HHS)

ASSOCIATE OF OCCUPATIONAL STUDIES MASSAGE THERAPIES (AOS MT)

CERTIFICATE IN MASSAGE THERAPY/ ASIAN BODYWORK (CMT/AB)

AAS HHS	
Total Credits:	60.0
Total Hours:	1,192.5
Location:	San Diego

AOS MT	
Total Credits:	64.5
Total Hours:	1,200.0
Location:	New York

CMT/AB	
Total Credits:	36.0
Total Hours:	690.0
Location:	San Diego

Students interested in a career or continuing education in massage therapy find many reasons to study at Pacific College of Health and Science. From the beginning of the earliest program, students are provided with a strong therapeutic aspect to their training as well as an inspiring introduction to the professional possibilities offered by massage.

Pacific College of Health and Science's Asian holistic health and massage programs offer nearly 50 different courses, with substantial specialization in Asian body therapies. Some of the finest and most effective body therapy techniques have been developed to maintain health without using acupuncture or herbs, and certainly without drugs or surgery. Pacific College of Health and Science's massage therapists receive training at advanced levels in these techniques.

Students can learn massage techniques in a variety of styles: circulatory/Swedish massage, deep tissue massage, energy balancing, passive joint movement, Thai massage, and acupressure. Pacific College of Health and Science includes a tui na course (Chinese physical therapy massage) in the first level of classes; we believe tui na may become one of the most popular forms of therapeutic massage in the U.S., and our students will be at the forefront. They will be teaching tui na when others want to learn it. Pacific College of Health and Science students also learn to apply their massage skills to problems affecting specific parts of the body, e.g., low back pain, neck pain, frozen shoulder. This knowledge is particularly useful when seeking employment in chiropractic or acupuncture clinics. Massage therapy is a valuable part of a pain relief treatment plan. More than ever, massage clients are asking massage practitioners for health advice and specific musculoskeletal therapy. Pacific College of Health and Science graduates can provide such services.

Another benefit of Pacific College of Health and Science's massage department is its close relationship to the College's Chinese medicine program. The massage student has the satisfaction of attending a training program that utilizes the expertise of accredited Chinese medical degree programs. Many massage therapy faculty are licensed acupuncturists as well as certified massage therapists. Most have extensive experience working with the wide range of techniques available within Chinese and other Asian systems of medicine. Such faculty can provide an unbiased evaluation of the appropriateness of the various complementary therapies. This can lead to the client receiving the best and most appropriate care.

The faculty at Pacific College of Health and Science are a valuable and continuing resource to massage students. Massage classes are taught by certified massage therapists and licensed professionals who are currently working in the field. They bring to you not only years of study but also years of work experience in the subjects they teach.

The goals of the undergraduate programs in Asian holistic health and massage:

1. Train qualified practitioners in the art and science of Western and Asian bodywork therapies.
2. Provide a supportive, educational environment conducive to personal growth and academic advancement.
3. Inspire, through the presentation of Chinese and natural healing, a deep and lasting respect for the integrity of the human body, mind, and spirit.
4. Provide graduates with the skills necessary to deliver safe and effective Asian body therapies, to apply the principles of Chinese and natural healing, and to become an integral part of the modern healthcare system.

5. Prepare our graduates for successful careers in professional massage therapy by teaching them the knowledge, hands-on skills, business skills, and professionalism to succeed.
6. Prepare our graduates to sit for local and national body therapy examinations.
7. Provide continuing education programs for graduates and other practitioners of Chinese medicine and massage therapy.
8. Further the understanding of the profession of Chinese medicine and massage therapy through dialogue with other members of the healthcare community and the public at-large.
9. Provide Chinese medical massage services to the community.
10. Develop skills sequentially from the core massage therapist certificate to the associate of applied sciences (or occupational studies) to the associate of science degrees.

AAS HHS AND AOS MT EDUCATIONAL PURPOSE

In China and Japan, therapeutic massage is one of the major branches of the traditional healing arts. Hospitals in China commonly have an entire department devoted to massage therapy, working with the acupuncture and herbal departments to create a comprehensive plan of treatment. Pacific College of Health and Science's Associate of Applied Science degree curriculum reflects the College's respect for this type of complete massage practitioner. Toward the valuable and important goal of becoming an expertly trained body therapist, the Pacific College of Health and Science associate degree gives students an excellent introduction to Chinese medical theory and comprehensive training in practical massage skills. Students may select courses from a wide array of electives, for example: Japanese shiatsu massage; acupuncture point location and functions; and movement therapies such as taiji, qigong, and more.

The purpose of the Associate of Applied Science or Occupational Studies degree programs is to prepare students for employment nationally in the profession of body therapy and massage, and for the National Certification Board for Therapeutic Massage and Bodywork (NCBTMB) and state exams as required. Graduates are also eligible for membership in the American Organization of Bodywork Therapies of Asia (AOBTA). See Student Services section for specific information on certification and licensure exam eligibility.

AAS HHS AND AOS MT PROGRAM LEARNING OUTCOMES

Graduates of the Associate of Applied Science (Holistic Health Science) and the Associate of Occupational Studies (Massage Therapies) degrees will:

1. Discuss and demonstrate professional ethics.
2. Demonstrate a wide and well-practiced variety of body therapy skills.
3. Know and demonstrate essential, hygienic considerations in the performance of massage.
4. Know and respect conditions contraindicating massage.
5. Be eligible for the New York State Massage Therapy Licensing Exam and the MBLEx (Massage and Bodywork Licensing Exam), offered by the FSMTB (Federal State Massage Therapy Board).
6. Demonstrate competency in basic business skills related to the practice of massage.

CMT/AB EDUCATIONAL PURPOSE

The Certificate in Massage Therapy/ Asian Bodywork demonstrates significant training to clients and prospective employers. This program emphasizes Chinese medical theory, tui na, and the development of the student's ability to understand the causes and symptoms of disease. This ability will allow Pacific College of Health and Science massage practitioners to customize their massage therapy to their clients' individual needs. This is critical in achieving the optimum therapeutic effect. Students in this program learn a variety of Asian bodywork therapies, including shiatsu, Thai massage, and others.

Graduates of Pacific College of Health and Science's Massage Therapy/Asian Bodywork certificate and associate degrees are eligible to take the massage exams administered by the National Certification Board for Therapeutic Massage and Bodywork (NCBTMB Exam) and the MBLEx (Massage and Bodywork Licensing Exam), offered by the FSMTB (Federal State Massage Therapy Board). Graduates are also eligible for membership in the American Organization of Bodywork Therapies of Asia (AOBTA).

CMT/AB PROGRAM LEARNINGOUTCOMES

Graduates of the Massage Therapist(Asian Bodywork) Certificate will:

1. Employ professional communication and demonstrate professional ethics.
2. Demonstrate fundamental body therapy skills.
3. Apply sanitary, hygienic, safety, and comfort considerations in the performance of massage.
4. Employ indications and contraindication in the practice of massage.
5. Be eligible for the MBLEx (Massage and Bodywork Licensing Exam) offered by the FSMTB (Federal State Massage Therapy Board).
6. Demonstrate competency in basic business skills related to the practice of massage.

DRAPING POLICY

Massage students must use safe and functional coverage and draping practices during the practice of massage when the student or client is disrobed. The drape(s) must be sufficient to ensure the genitals and the gluteal cleft distal to the coccyx, anus, and rectum are not exposed, and the breast area is not exposed.

AAS HHS, AOS MT, AND CMT/AB COURSES AND COURSE DESCRIPTIONS

In alphabetical order by course code in section and subject to change

ACUPUNCTURE-RELATED COURSES

CODE	COURSE	UNITS	CRED HRS	PREREQ	CONCUR
AAS HHS AND CMT/AB COURSES					
AC101a	Acupoints for Massage Therapists 1	2.5	45.0	OM101, WS111	None
AOS MT COURSES					
AC111	Acupoints for Massage Therapists	2.5	45.0	OM121, WS111	None

AC101A
ACUPOINTS FOR MASSAGE THERAPISTS 1

Units: 2 didactic, 0.5 lab (2.5 total)
Hours: 45 academic
Prerequisite: OM101, WS111
Concurrent: None
Location: San Diego

Students are introduced to the location and function of both meridians and points as they are commonly used in bodywork, as well as point location, using the system of proportional measurements.

AC111
ACUPOINTS FOR MASSAGE THERAPISTS 1

Units: 2 didactic, 0.5 lab (2.5 total)
Hours: 45 academic
Prerequisite: OM121, WS111
Concurrent: None
Location: New York

Students are introduced to the location and function of meridians and points as they are commonly used in bodywork, as well as point location using the system of proportional measurements.

MASSAGE THERAPY COURSES

CODE	COURSE	UNITS	CRED HRS	PREREQ	CONCUR
AAS HHS AND CMT/AB COURSES					
BT100	Circulatory/Swedish Massage 1	2.0	45.0	None	None
BT124	Taiji/Qigong	1.5	30.0	None	None
BT130	Tui Na Hand Techniques	1.5	30.0	None	None
BT131a	Shiatsu 1	2.0	45.0	OM101 or OM511	None
BT148	Thai Massage	2.0	45.0	None	None
BT199	Advanced Massage Modalities	2.5	45.0	BT100	None
BT201a	Deep Tissue Techniques	2.0	45.0	BT100	None
BT210	Pediatric Tui Na	1.5	30.0	BT130, BT230	None
BT211a	Sports Tui Na	2.5	45.0	BT130, BT230	None
BT214a	Tui Na Treatment of Internal Disharmonies 1: Male/Female Reproductive Disorders	2.0	45.0	BT130, BT230	None
BT215a	Tui Na Treatment of Internal Disharmonies 2: Respiratory and Digestive Disorders	2.0	45.0	BT130, BT230	None
BT216a	Tui Na Treatment of Internal Disharmonies 3: Geriatric, Chemotherapy and Post-Surgical Disorders	2.0	45.0	BT130, BT230	None
BT217a	Tui Na Treatment of Internal Disharmonies 4: Advanced Musculoskeletal Disorders and Disharmonies	2.0	45.0	BT130, BT230	None
BT218a	Synergistic Massage	2.0	45.0	BT100, BT130, BT230	None
BT220	Accessory Techniques	2.0	45.0	BT100, BT130, BT230	None
BT230	Tui Na Structural Techniques	1.5	30.0	BT130	None
BT231	Introduction to Ayurvedic Massage	2.5	45.0	None	None
BT235a	Chi Nei Tsang (Internal Organ Healing)	2.0	45.0	OM101 of OM511	None
BT245	Reiki	2.0	45.0	None	None
BT252	Craniosacral Work 1	2.5	45.0	None	None
BT257	Introduction to Kinesiology	2.5	45.0	WS111	None
BT261a	Foot Reflexology 1	2.0	45.0	None	None
BT273a	Introduction to Neuromuscular Massage Therapy	2.0	45.0	BT201a	None
BT282	Perinatal Massage	2.5	45.0	BT180, BT280	None
BT320	Face Reading for Massage Therapists	3.0	45.0	None	None
BT470	Advanced Clinical Applications	2.0	45.0	BT257	None
BTW280	Structural Integration	2.0	45.0	BT201a, BT257, WS111	None
BTW300	Lomi Lomi	2.0	45.0	BT100	None
AAS HHS COURSES					
BT202a	Circulatory/Swedish Massage 2	2.0	45.0	BT100	None
BT206a	Stretching and Traction Methods for Massage	2.0	45.0	None	None
BT223	Medical Qigong	1.5	30.0	BT124	None

CODE	COURSE	UNITS	CRED HRS	PREREQ	CONCUR
AOS MT COURSES					
BT124	Taiji/Qigong	1.5	30.0	None	None
BT130	Tui Na Hand Techniques	1.5	30.0	None	None
BT180	Western Massage 1	2.5	45.0	None	BU102, WS111
BT200	Advanced Massage Modalities	2.5	45.0	BT180	None
BT209	Integrated East/West Massage	2.0	45.0	BT281, BT230, CL227, WS213	None
BT213a	Tui Na Treatment of Disharmonies	2.5	45.0	BT130, BT230	None
BT219	Sports Massage and Pathology	1.5	30.0	None	None
BT230	Tui Na Structural Techniques	1.5	30.0	BT130	None
BT231	Introduction to Ayurvedic Massage	2.5	45.0	None	None
BT240	Advanced Shiatsu	2.5	45.0	CL226	None
BT251a	Introduction to Kinesiology	2.5	45.0	BT217a, WS111	None
BT255	Advanced Thai Massage	2.5	45.0	CL226	None
BT271a	Myology for Postural Alignment	2.0	45.0	WS111	None
BT280	Western Massage 2	2.0	45.0	BT180, WS111	None
BT281	Western Massage 3	2.0	45.0	BT271a, BT280, WS212	None
BT283	Advanced Sports and Orthopedic Massage	2.5	45.0	BT251a, BT271a, WS40, BT281	None
BTW280	Structural Integration	2.0	45.0	BT201a, BT257, WS111	None
BTW282	Perinatal Massage	2.0	45.0	BT100	None
BTW300	Lomi Lomi	2.0	45.0	BT100	None

BT100
CIRCULATORY/ SWEDISH MASSAGE 1

Units: 1 didactic, 1 lab (2 total)
Hours: 45 academic
Prerequisite: None
Concurrent: None
Location: San Diego

This course presents the theoretical foundation and the fundamental palpation skills used in full body massage therapy. Students will master the basic strokes of effleurage, petrissage, friction, vibration, and tapotement. An emphasis is placed on developing appropriate draping techniques, proper body mechanics, attuning to clients' needs, effective communication skills, and grounding oneself before starting a session. Contraindications, hygiene, and anatomy will be reviewed. By the end of this course the student will have learned the solid fundamentals of massage therapy and be able to do a full-body, circulatory, Swedish-style massage, with modifications if necessary.

BT124
TAIJI/QIGONG

Units: 1.0 didactic, 0.5 lab (1.5 total)
Hours: 30 academic
Prerequisite: None
Concurrent: None
Location: San Diego

Self-cultivation is an essential component of East Asian medicine. The practices of taiji and qigong enhance one's health and further the awareness of the integration of body, mind, and spirit. This course introduces the student to taiji and qigong forms and applications and provides the basic practical and theoretical framework necessary for further practice.

BT130
TUI NA HAND TECHNIQUES

Units: 1.0 didactic, 0.5 lab (1.5 total)
Hours: 30 academic
Prerequisite: None
Concurrent: None
Location: San Diego, New York, Chicago

The traditional methods of Chinese physiotherapy, known as Chinese tui na massage, are taught to provide the student with non-invasive methods of treating structural and soft tissue dysfunction. A history of the development of tui na will be presented. Qigong therapeutic exercises and meditation are also presented as part of the treatment process.

BT131A
SHIATSU 1

Units: 1.0 didactic, 1.0 lab (2 total)
Hours: 45 academic
Prerequisite: OM101 or OM511
Concurrent: None
Location: San Diego

This course will present the fundamentals of classical shiatsu theory, the emerging styles of classical and modern shiatsu modalities, and Chinese medical concepts as they relate to shiatsu. The students learn to use finger pressure on specific points as well as stretching and movement exercises that move energy through the meridians to help clients increase their energy and well-being. Students will learn how the Japanese adapted the Five Element and yin/yang theory to this unique bodywork modality. They will also study the seven rules of shiatsu, the theory of kyo and jitsu, how to assess the hara, and how to locate tsubos. By the end of the course, participants will be able to give a full-body shiatsu session.

BT142
THAI TABLE MASSAGE

Units: 1.0 didactic, 1.0 clinical (2 total)
Hours: 45 academic
Prerequisite: None
Concurrent: None
Location: San Diego

Thai Table Massage techniques are performed on a low table setting providing additional leverage for the practitioner, which is an effective and profound experience for clients. It is especially beneficial to athletes and those who are more comfortable with bodywork on an elevated surface. Learning to do Thai bodywork on the table may help some therapists combine their previous Thai, tui na, shiatsu, or Swedish circulatory massage training and blend it into a more integrated table routine. Thai Table Massage includes techniques from supine, prone, lateral recumbent, and seated (chair) protocols. However, the main emphasis will be on the supine position.

BT148
THAI MASSAGE

Units: 1.0 didactic, 1.0 lab (2 total)
Hours: 45 academic
Prerequisite: None
Concurrent: None
Location: San Diego

Traditional Thai massage is also known as Nuad Bo-Rarn. In this class the student will learn the basic principles of Northern-style Thai massage. Thai Massage 1 focuses on the meditative aspects of this traditional healing art with emphasis on proper body mechanics to open energy blockages in the body and restore health and balance to the body, mind, and spirit. Combining aspects of yoga, acupressure, assisted stretching, and work along the meridians using hands, elbows, knees, and feet, Thai massage is a highly therapeutic and deeply relaxing form of bodywork, performed on a mat on the floor, in which the recipient wears loose comfortable clothes. This sacred style of bodywork fulfills the Buddhist principle of bringing spiritual philosophy into everyday life.

BT180
WESTERN MASSAGE 1

Units: 2 didactic, 0.5 lab (2.5 total)
Hours: 45 academic
Prerequisite: None
Concurrent: WS111, BU102
Location: New York

This course presents the theoretical foundation and fundamental palpation skills used in full-body massage therapy. Students will learn the basic Swedish massage strokes, appropriate draping techniques, and proper body mechanics. Contraindication, hygiene, and anatomy will be reviewed.

BT199
ADVANCED MASSAGE MODALITIES

Units: 2.0 didactic, 0.5 lab (2.5 total)
Hours: 45 academic
Prerequisite: BT100
Concurrent: None
Location: San Diego

This course presents an introduction to some of the most sought-after treatments performed by massage therapists in professional bodywork settings. Various techniques will be demonstrated and practiced, including pre- and post-event sport massage, communication with athletes, the use of heat and cold therapies, trigger point therapy, myofascial release, cupping, and gua sha. The practice of passive techniques such as lymphatic drainage will be introduced. Chair massage safety and techniques are also shown to prepare students for any event.

BT200
ADVANCED MASSAGE MODALITIES

Units: 2.0 didactic, 0.5 lab (2.5 total)
Hours: 45 academic
Prerequisite: BT180
Concurrent: None
Location: New York

In this course, compartmentalized into three modules, students will have the opportunity to explore hydrotherapy, hot stone, spa techniques, and chair massage. The hydrotherapy module will cover thermotherapy (hot) and cryotherapy (cold) techniques, as well as exfoliation and herbal poultices. The hot stone module will cover safe preparation and cleaning of the stones, and the practical component will demonstrate the efficacy of hot stone techniques for muscular tension. The chair massage module will cover the equipment options that are available for chair massage, as well as proper biomechanics for performing shorter and longer chair massage protocols in various settings.

BT201A
DEEP TISSUE TECHNIQUES

Units: 1.0 didactic, 1.0 lab (2.0 total)
Hours: 45 academic
Prerequisite: BT100
Concurrent: None
Location: San Diego

This course focuses on finding the appropriate plan of approach to release the superficial and deep layers of fascia around the muscles and bones that are causing pain, limitations, and restrictions of movement.

BT202A
CIRCULATORY/ SWEDISH MASSAGE 2

Units: 1.0 didactic, 1.0 lab (2.0 total)
Hours: 45 academic
Prerequisite: BT100
Concurrent: None
Location: San Diego

This course presents the theoretical foundation and the fundamental palpatory skills used in full-body massage therapy. Students will master the basic strokes of effleurage, petrissage, friction, vibration, tapotement, and compression. An emphasis is placed on developing appropriate bolstering and draping techniques, proper body mechanics, and effective communication skills. Indications and contraindications to massage are discussed with a focus placed on pathologies of the integumentary system. Stretches and exercises for self-care are demonstrated and discussed. By the end of this course, students will be able to take a thorough wellness history, plan a session, and perform a full-body massage with modifications if necessary.

BT206A
STRETCHING AND TRACTION METHODS FOR MASSAGE

Units: 1.0 didactic, 1.0 lab (2 total)
Hours: 45 academic
Prerequisite: None
Concurrent: None
Location: San Diego

This class will teach massage therapists how to utilize stretching and traction for therapeutic benefit during a massage. Students will learn stretching techniques for specific areas on the body that are used to treat specific conditions. Stretching techniques for table will be demonstrated. Students will learn how to include these techniques into their current practice of massage.

BT209
INTEGRATED EAST/ WEST MASSAGE

Units: 1.0 didactic, 1.0 lab (2.0 total)
Hours: 45 academic
Prerequisite: BT230, BT281, CL227, WS213
Concurrent: None
Location: New York

This course guides students in practical integration of Eastern and Western approaches to client-centered massage therapy. Careful attention is given to assessment from both theoretical perspectives, identifying commonalities and critically evaluating the clinical value of distinct differences to arrive at the optimal treatment plan. Professional chart notation of Eastern and Western data will be further developed. Students will practice client communication and education regarding a truly integrated East/West approach to massage and self-care.

BT210
PEDIATRIC TUI NA

Units: 1.0 didactic, 0.5 clinical (1.5 total)
Hours: 30 academic
Prerequisite: BT130, BT230
Concurrent: None
Location: San Diego

This class teaches the student to influence a child's energetic flow in the same way as acupuncture but uses gentle massage to activate the various points. Techniques are designed to boost the function of the internal organs by balancing their intrinsic energies, strengthening the immune system, and promoting brain development.

BT211A
SPORTS TUI NA

Units: 2.0 didactic, 0.5 lab (2.5 total)
Hours: 45 academic
Prerequisite: BT130, BT230
Concurrent: None
Location: San Diego

This course teaches hands-on techniques implementing combinations of acupressure, acupoint identification, and soft tissue massage. The student learns to prevent and treat disease by applying manual methods to remove obstructions in the meridian pathways by promoting an increase of vital energy or qi and blood circulation; reducing slight displacement of joints and healing soft tissue injuries; adjusting the functions of the internal organs and nerve regulation; improving joint mobility; and flushing cellular tissue. The sports tui na techniques are practiced under supervision, applying moderate to deep pressure, or pressure suitable to client sensitivity, to assist in the healing process.

BT213A
TUI NA TREATMENT OF DISHARMONIES

Units: 2.0 didactic, 0.5 lab (2.5 total)
Hours: 45 academic
Prerequisite: BT130, BT230
Concurrent: None
Location: New York

This course covers basic treatment strategies for using tui na hand and structure techniques to treat imbalances of the body systems, including but not limited to: female dysmenorrhea, PMS, infertility, amenorrhea, asthma, sinusitis, allergies, indigestion, constipation, diarrhea, and post-surgical trauma and treatment.

BT214A
TUI NA TREATMENT OF INTERNAL DISHARMONIES 1: MALE/FEMALE REPRODUCTIVE DISORDERS

Units: 1.0 didactic, 1.0 lab (2 total)
Hours: 45 academic
Prerequisite: BT130, BT230
Concurrent: None
Location: San Diego

This course focuses on the reproductive disorders including male infertility, impotence, prostatitis, dysmenorrhea, PMS, infertility, amenorrhea, pregnancy, and menopause.

BT215A
TUI NA TREATMENT OF INTERNAL DISHARMONIES 2: RESPIRATORY AND DIGESTIVE DISORDERS

Units: 1.0 didactic, 1.0 lab (2 total)
Hours: 45 academic
Prerequisite: BT130, BT230
Concurrent: None
Location: San Diego

This course presents the tui na treatment of asthma, sinusitis, allergies, indigestion, constipation, diarrhea, and other respiratory and digestive disorders.

BT216A
TUI NA TREATMENT OF INTERNAL DISHARMONIES 3: GERIATRIC, CHEMOTHERAPY AND POST-SURGICAL DISORDERS

Units: 1.0 didactic, 1.0 lab (2 total)
Hours: 45 academic
Prerequisite: BT130, BT230
Concurrent: None
Location: San Diego

This course presents the use of tui na for the elderly, and as a complementary therapy for cancer and surgical clients.

BT217A
TUI NA TREATMENT OF INTERNAL DISHARMONIES 4: ADVANCED MUSCULOSKELETAL DISORDERS AND DISHARMONIES

Units: 1.0 didactic, 1.0 lab (2 total)
Hours: 45 academic
Prerequisite: BT130, BT230
Concurrent: None
Location: San Diego

This course deepens the student's ability to treat musculoskeletal disorders and conditions such as whiplash, low back pain, bi syndromes, and arthritis.

BT218A
SYNERGISTIC MASSAGE

Units: 1.0 didactic, 1.0 lab (2 total)
Hours: 45 academic
Prerequisite: BT100, BT130, BT230
Concurrent: None
Location: San Diego

This course focuses on combining the nurturing Western oil massage movements of effleurage, petrissage, cross-fiber, and friction with the therapeutic benefits of Asian bodywork methods including balancing the flow of qi, energizing the meridians, removing emotional tension associated with pain in specific parts of the body, and proper application of 50 acupressure therapeutic points, through hands-on practice.

BT219
SPORTS MASSAGE AND PATHOLOGY

Units: 1.0 didactic, 0.5 lab (1.5 total)
Hours: 30 academic
Prerequisite: None
Concurrent: None
Location: New York

This course will teach how to work with athletes to improve their performance, prevent potential injuries, and accelerate recovery time from injuries. Students will learn muscle review, palpation, Western sports massage techniques, and sports injury pathomechanisms. This is a medical massage for injury rehab, sports specific injuries, trigger points and postural distortions.

BT220
ACCESSORY TECHNIQUES

Units: 1.0 didactic, 1.0 lab (2 total)
Hours: 45 academic
Prerequisite: BT100, BT130, BT230
Concurrent: None
Location: San Diego

Accessory Techniques for bodyworkers is a class offered to expand the bodyworkers use of therapeutic tools and techniques. Chinese medicine techniques such as cupping, gua sha, liniments, and plasters may be covered. Other tools, such as hydroculator and ice packs may also be covered. Relevant Chinese medicine theories and treatment principles will be discussed to give greater context to the use of these tools and techniques.

BT223
MEDICAL QIGONG

Units: 1.0 didactic, 0.5 lab (1.5 total)
Hours: 30 academic
Prerequisite: BT124
Concurrent: None
Location: San Diego

Medical qigong focuses on developing control of the internal energy and its application as a healing force.

BT230
TUI NA STRUCTURAL TECHNIQUES

Units: 1.0 didactic, 0.5 lab (1.5 total)
Hours: 30 academic
Prerequisite: BT130
Concurrent: None
Location: San Diego, New York, Chicago

These courses focus on therapeutic treatment protocols incorporating acupuncture points as well as structural and soft tissue manipulation.

BT231
INTRODUCTION TO AYURVEDIC MASSAGE

Units: 2.0 didactic, 0.5 lab (2.5 total)
Hours: 45 academic
Prerequisite: None
Concurrent: None
Location: San Diego, New York

This course introduces students to the origin and fundamental principles of Ayurveda, the ancient Indian form of medicine. The course presents dosha theory and explains how it relates to one's individual mental and physical characteristics. Whenever possible, the faculty member elucidates the correlations between various Indian and other Asian medical concepts. The practical portion of the course will teach students how to perform a full body traditional Ayurvedic massage, based on the patient's dosha, incorporating marma points, abdominal, face, and scalp massage.

BT235A
CHI NEI TSANG (INTERNAL ORGAN HEALING)

Units: 1.0 didactic, 1.0 lab (2 total)
Hours: 45 academic
Prerequisite: OM101 or OM511
Concurrent: None
Location: San Diego

The Chi Nei Tsang class focuses on harmonizing the energy (qi flow) in the entire body by opening the Navel Gate, as well as clearing physical and emotional symptoms associated with imbalances of the internal organs. Students will understand the link between emotional stress and specific signs of disharmony. They will learn to provide emotional support to their clients, as well as profound healing of physical symptoms. Students will practice CNT self-healing tools and hands-on methods to share with others. They will explore naval evaluation, abdomen massage, and the practice of qigong.

BT240
ADVANCED SHIATSU

Units: 2.0 didactic, 0.5 lab (2.5 total)
Hours: 45 academic
Prerequisite: CL226
Concurrent: None
Location: New York

This course will review the fundamentals of classical shiatsu theory, the emerging styles of classical and modern shiatsu modalities, and Chinese medical concepts as they relate to shiatsu. The students will review and deepen the prone and supine protocols with attention to meridian diagnosis tools and hara diagnoses. They will also learn the side-lying and seated protocols for shiatsu and work to applying Eastern diagnosis theories to the treatment plan in practical application.

BT245
REIKI

Units: 1.0 didactic, 1.0 lab (2 total)
Hours: 45 academic
Prerequisite: None
Concurrent: None
Location: San Diego

Reiki is an ancient Japanese healing technique for stress reduction and relaxation. Reiki's history, principles, symbols, and protocols will be introduced. Students will Reiki I and II attunements to assist in the understanding of health and enhance quality of life.

BT251A
INTRODUCTION TO KINESIOLOGY

Units: 2.0 didactic, 0.5 lab (2.5 total)
Hours: 45 academic
Prerequisite: BT271a, WS111
Concurrent: None
Location: New York

Kinesiology builds upon the musculoskeletal information presented in Anatomy and Physiology 1. Students are introduced to biomechanical principles as they apply to normal human movement. Basic active and passive range of motion and movement analysis will be presented and practiced. Conditions that inhibit proper movement will be examined, and protocols for correction will be discussed. Students will continue to advance their palpation skills through assessment of muscular, articular, and fascial resistance.

BT252
CRANIOSACRAL WORK 1

Units: 2.0 didactic, 0.5 lab (2.5 total)
Hours: 45 academic
Prerequisite: None
Concurrent: None
Location: San Diego

This course is a practical introduction and overview of the foundation theory and practice of craniosacral work (CSW). CSW is a form of gentle bodywork that grew out of Dr. William G. Sutherland's work on cranial osteopathy, a specialization of osteopathic medicine. As a distinct modality, it focuses on working with the craniosacral system, the environment surrounding the nervous system (cranium bones, the vertebra and sacrum, the brain, the central nervous system, membranes inside the cranium and spinal column, and the cerebrospinal fluid). CSW focuses on supporting the health and wellness of the whole being, especially the nervous system. Students will learn to develop perception skills and hands-on techniques to evaluate the craniosacral system and help in bring itself back into balance, positively affecting every aspect of the body.

BT255
ADVANCED THAI MASSAGE

Units: 2.0 didactic, 0.5 lab (2.5 total)
Hours: 45 academic
Prerequisite: CL226
Concurrent: None
Location: New York

Traditional Thai massage is also known as Nuad Bo-Rarn. In this class, the student will review the basic principles of Northern-style Thai massage. While Thai massage focuses on the meditative aspects of this traditional healing art with emphasis on proper body mechanics to open energy blockages in the body and restore health and balance to the body, mind, and spirit, this course will review and deepen that experience. Advanced Thai Massage takes the practice to a deeper level, exploring the 10 main sen (energy) lines, their indications, and a healing protocol for balancing each energy line. Students will review the prone and supine protocols they learned in Thai Massage and learn the side-lying and seated protocols as well.

BT257
INTRODUCTION TO KINESIOLOGY

Units: 2.0 didactic, 0.5 lab (2.5 total)
Hours: 45 academic

Prerequisite: WS111

Concurrent: None
Location: San Diego

Kinesiology builds upon the musculoskeletal information presented in Anatomy and Physiology. Students are introduced to biomechanical principles as they apply to normal human movement. Active and passive range of motion and movement analysis will be presented and practiced. Pathological conditions that inhibit proper movement will be examined, and protocols for correction will be discussed. Students will continue to advance their palpatory skills through assessment of muscular, articular, and fascial resistance.

BT261A
FOOT REFLEXOLOGY 1

Units: 1.0 didactic, 1.0 lab (2 total)
Hours: 45 academic
Prerequisite: None
Concurrent: None
Location: San Diego

This course teaches the student a simple, non-invasive method to help balance the body. It is a natural therapy that requires the application of a specific type of pressure on particular areas on the feet. It is based on the principle that there are reflexes in one part of the body that correspond to every part of the body. Students practice reflexology techniques that serve to relax, improve circulation, and promote a general feeling of wellness in their clients.

BT271A
MYOLOGY FOR POSTURAL ALIGNMENT

Units: 1.0 didactic, 1.0 lab (2 total)
Hours: 45 academic
Prerequisite: WS111
Concurrent: None
Location: New York

This course provides a concrete means for overcoming poor postural habits, and for helping students learn better and move more freely—from learning to play a musical instrument better to moving with more comfort and ease through their daily life. From back pain to learning blocks, whether you are an office worker or a massage therapist, postural training is important for preventing repetitive strain injuries. Participants learn personal biomechanics and how to teach their clients postural awareness to improve their quality of life.

BT273A
INTRODUCTION TO NEUROMUSCULAR MASSAGE THERAPY

Units: 1.0 didactic, 1.0 lab (2 total)
Hours: 45 academic
Prerequisite: BT201a
Concurrent: None
Location: San Diego

This is an introduction to the bodywork approach to neuromuscular massage therapy. NMT seeks to relieve local tissue dysfunction and pain by exploring an area in detail, using a variety of techniques (e.g., deep tissue techniques, trigger point therapy, active/passive stretches) to address the imbalance. Improving tissue flexibility, movement, and muscle engagement; working trigger points; eliminating nerve entrapment due to tight or compressing muscles; restoring normal blood supply within muscle ischemia; and improving posture and biomechanics are NMT goals. This introductory class will employ specific routines to address nine common conditions using the aims of NMT as guidelines.

BT280
WESTERN MASSAGE 2

Units: 1.0 didactic, 1.0 lab (2 total)
Hours: 45 academic
Prerequisite: BT180, WS111
Concurrent: None
Location: New York

This course builds on the foundations established in Western 1 and introduces advanced Western massage techniques, including neuromuscular approaches to myofascial trigger point treatment, direct myofascial release, and stretching. Client interview and SOAP notation skills are broadened and deepened. Chair massage is also introduced. Students will learn to plan and perform advanced Western massage to specific regions of the body and incorporate such focused work into the context of a full body circulatory session.

BT281
WESTERN MASSAGE 3

Units: 1.0 didactic, 1.0 lab (2 total)
Hours: 45 academic
Prerequisite: BT271a, BT280, WS212
Concurrent: None
Location: New York

In this class students will learn protocols that apply the practical techniques learned in Western 1 and Western 2 to specific orthopedic conditions, as well as pre-event, post-event, and therapeutic sports massage for general maintenance and the treatment of sports-related injuries. In addition, students will be introduced to basic approaches to massage for other commonly presenting conditions such as pregnancy, chronic fatigue syndrome, and fibromyalgia. Indirect myofascial release techniques are introduced. Overall, students will learn to select appropriate protocols to address injury and pain, effectively improving clients' functional health.

BT282
PERINATAL MASSAGE

Units: 2.0 didactic, 0.5 lab (2.5 total)
Hours: 45 academic
Prerequisite: BT180, BT280
Concurrent: None
Location: New York

This course provides in-depth knowledge needed to offer safe and effective massage treatments to pregnant clients. Students will reinforce their knowledge of the anatomy and physiology of the female body during the stages of pregnancy. Students will learn the complications and contraindications, as well as the benefits, indications, and cautions, of pregnancy massage. Students will discover massage techniques drawing on mostly Western traditions to treat common discomforts during the stages of pregnancy. There will be some integration of Eastern techniques as well. Students will learn an adaptive protocol for 60- or 90-minute prenatal massage sessions, and will have the opportunity, after practicing with each other extensively, to work with pregnant patients as well.

BT283
ADVANCED SPORTS AND ORTHOPEDIC MASSAGE

Units: 2.0 didactic, 0.5 lab (2.5 total)
Hours: 45 academic
Prerequisite: BT251a, BT271a, WS40, BT281
Concurrent: None
Location: New York

This course will teach the basics of recovery, rehabilitation, repair, performance enhancement, and maintenance techniques for working with athletes in pre-event and post-event massage settings. Students will review myofascial release and trigger point techniques learned in previous Western massage courses but will also learn a survey of Western sports massage techniques including Neuromuscular Therapy (NMT), Structural Integration (SI), and Connective Tissue Massage (CTM) to address sports injury pathomechanisms. This is a medical massage for injury rehab, sports specific injuries, and postural distortions.

BT320
FACE READING FOR MASSAGE THERAPISTS

Units: 3.0 didactic
Hours: 45 academic
Prerequisite: None
Concurrent: None
Location: San Diego

This course presents face reading and its application in Chinese medicine. Students will learn how to apply these concepts to facilitate transformation for themselves and their clients/patients. Students will also learn to observe changes in physical and emotional health on the face. Class assignments will prepare students to conduct a professional face reading, and how to present this information in a positive and beneficial way. Discussion will include applying this information within a healthcare plan.

BT470
ADVANCED CLINICAL APPLICATIONS

Units: 1.0 didactic, 1.0 lab (2 total)
Hours: 45 academic
Prerequisite: BT257
Concurrent: None
Location: San Diego

This course is designed to give students the knowledge and understanding of complex structural dysfunctions (disorders) and appropriate applications to treat faulty biomechanics and neurological pathologies and restore structural balance for better health and movement.

BTW280
STRUCTURAL INTEGRATION

UNITS: 1.0 DIDACTIC, 1.0 LAB (2 TOTAL)

Hours: 45 academic hours
Prerequisite: BT201a, BT257, WS111
Concurrent: None
Location: San Diego

This class introduces students to the ten Structural Integration sessions. These sessions represent the earliest continuous systematic myofascial method to improve a person's essential relationship to gravity. The effects of this holistic re-organization through manual adjustment of the human fascial system are both local, in terms of the resolution of specific dysfunctions, and global, in terms of an expansive and more complete sense of self. Adjunct movement patterning is also taught for self-care and client homework.

BTW282
PERINATAL MASSAGE

Units: 1.0 didactic, 1.0 lab (2.0 total)
Hours: 45 academic
Prerequisite: BT100
Concurrent: None
Location: San Diego

This course addresses approaches to massage and bodywork for the perinatal cycle. This includes pregnancy, labor, birth, and postpartum, with brief introductory information on infancy, childhood, menstruation, and fertility.

BTW300
LOMI LOMI

Units: 1.0 didactic, 1.0 lab (2 total)
Hours: 45 academic
Prerequisite: BT100
Concurrent: None
Location: San Diego

In the temples of ancient Hawaii, Hawaiian kahuna practiced a unique form of lomi lomi known as "ke ala hoku," meaning "pathway to the stars", a transformational practice designed to enlighten the being within the physical body and awaken one's true calling in life. Lomi is the hands-on manifestation of aloha and unconditional love, skillfully delivered into the soft tissues of the body. Through demonstration and practice, as well as an understanding of the rich cultural historical background of the work, this course is designed to provide students with the knowledge to perform a basic full body lomi massage.

CHINESE MEDICINE THEORY COURSES

CODE	COURSE	UNITS	CRED HRS	PREREQ	CONCUR
AAS HHS AND CMT/AB COURSES					
OM101	Oriental Medicine Theory and Points for Body Therapists	3.0	45.0	None	None
AOS MT COURSES					
OM101	Oriental Medicine Theory and Points for Body Therapists	3.0	45.0	None	None
OM102	Philosophy and History of Asian Medicine	3.0	45.0	None	None
OM121	East/West Physiology 1	3.0	45.0	None	None
OM222	East/West Physiology 2	3.0	45.0	OM121	None

OM101
ORIENTAL MEDICINE THEORY AND POINTS FOR BODY THERAPISTS

Units: 3.0 didactic
Hours: 45 academic
Prerequisite: None
Concurrent: None
Location: San Diego

Oriental Medicine Theory and Points for Massage Therapists presents a rich and fascinating history that brings to life the people who advanced the practice of Chinese medicine. It introduces the Chinese view of how the body works (physiology), the cause of disease (etiology), the disease process (pathology), and the four pillars of diagnosis: touching (pulses, etc.), looking (tongues, faces, etc.), hearing (and smelling), and asking, in contexts appropriate for body therapists. The course also presents the acupuncture point system and the location methods for therapeutic points most useful to body therapists.

OM102
PHILOSOPHY AND HISTORY OF ASIAN MEDICINE

Units: 3.0 didactic
Hours: 45 academic
Prerequisite: None
Concurrent: None
Location: New York

This course presents a rich and fascinating history that brings to life the people who advanced the practice of Chinese medicine. Students come to understand that they are a link in the unbroken chain of this healing tradition. They will travel through history of ancient China. This course presents the philosophical foundation needed to understand the evolution of Chinese medicine.

OM121
EAST/WEST PHYSIOLOGY 1

Units: 3.0 didactic
Hours: 45 academic
Prerequisite: None
Concurrent: None
Location: New York

East/West Physiology 1 and 2 courses cover the basic theories of the East Asian medical system. In OM121, students learn the basic elements of yin and yang and the five phases in order to understand how different body systems are affected by various influences such as environment, lifestyle and emotional stresses. They are also introduced to the East Asian view of how the body works (physiology), the cause of disease (etiology), the disease process (pathology), and the four pillars of diagnosis: touching (pulses, etc.), looking (tongues, faces, etc.), hearing, and smelling.

OM222
EAST/WEST PHYSIOLOGY 2

Units: 3.0 didactic
Hours: 45 academic
Prerequisite: OM121
Concurrent: None
Location: New York

East/West Physiology 1 and 2 courses cover the basic theories of the East Asian medical system. In OM122, Students will continue to deepen their understanding of the body from an Eastern perspective and learn to identify anatomical landmarks through palpation and group exercises. They will reinforce their understanding of the East Asian view of how the body works (physiology), the cause of disease (etiology), the disease process (pathology), and the four pillars of diagnosis: touching (pulses, etc.), looking (tongues, faces, etc.), hearing, and smelling.

BIOMEDICAL (WESTERN) SCIENCE COURSES

CODE	COURSE	UNITS	CRED HRS	PREREQ	CONCUR
AAS HHS COURSES					
WS111	Anatomy and Physiology 1: Bones and Muscles	2.5	45.0	None	None
WS206	Integrative Health and Nutrition	2.5	37.5	None	None
WS212	Anatomy and Physiology 2: Function of Organs	3.0	45.0	None	None
WS231	Biomedical Pathology for Massage Therapists	3.0	45.0	WS212	None
WS240	Orthopedic Assessment	2.5	45.0	BT257	None
AOS MT COURSES					
WS111	Anatomy and Physiology 1: Bones and Muscles	2.5	45.0	None	None
WS212	Anatomy and Physiology 2: Function of Organs	3.0	45.0	None	None
WS213	Anatomy and Physiology 3: Neuroanatomy	3.0	45.0	WS212	None
WS214	Biomedical Pathology for Massage Therapists 1	3.0	45.0	WS212	None
WS218	Biomedical Pathology for Massage Therapists 2	3.0	45.0	WS213, WS214	None
WS233	Orthopedic Sports Pathology	3.0	45.0	BT251a, WS212	None
WS240a	Orthopedic Assessment	1.5	37.5	BT271a	
CMT/AB COURSES					
WS111	Anatomy and Physiology 1: Bones and Muscles	2.5	45.0	None	None
WS212	Anatomy and Physiology 2: Function of Organs	3.0	45.0	None	None
WS231	Biomedical Pathology for Massage Therapists	3.0	45.0	WS212	None
WS240	Orthopedic Assessment	2.5	45.0	BT257	None

WS111
ANATOMY AND PHYSIOLOGY 1: BONES AND MUSCLES

Units: 2.0 didactic, 0.5 lab (2.5 total)
Hours: 45 academic
Prerequisite: None
Concurrent: None
Location: San Diego, New York

This class covers the structural and functional principles of the bones and muscles. Students will have a working knowledge of the names, locations, and functions of all the major bones, along with the origins, insertions, and actions of the major muscle groups. Students will identify, locate, and palpate bones, bony prominences, and muscles on themselves and other persons, and demonstrate the anatomical terminology of articulations and movements. This class will also cover cell structures and tissues.

WS206
INTEGRATIVE HEALTH AND NUTRITION

Units: 2.0 didactic, 0.5 lab (2.5 total)
Hours: 37.5 academic
Prerequisite: None
Concurrent: None
Location: San Diego, Online

This course explores the principles of holistic integrative nutrition from both traditional East Asian and modern medical perspectives. While it emphasizes the key role of healthful dietary practices for health maintenance and disease prevention, it also encourages dialogue about the role of supplemental vitamins, minerals, and other nutraceutical products used in integrative healthcare settings. Traditional diets surveyed include Chinese Five Element theory, the Mediterranean diet, Paleo diet, Ayurvedic diet, and other traditional cuisines. The integration of this wisdom into current practice requires attention to taste, color, freshness of food, and food sources. Each student will be asked to create a personal dietary plan based on the wisdom of traditional diets, incorporating appropriate balance of nutrients.

WS212
ANATOMY AND PHYSIOLOGY 2: FUNCTION OF ORGANS

Units: 3.0 didactic
Hours: 45 academic
Prerequisite: None
Concurrent: None
Location: San Diego, New York

This course presents the anatomy and physiology of the body's major organ systems, including the integumentary system, nervous system, endocrine system, blood, cardiovascular system, lymphatic system, digestive system, respiratory system, and urinary system.

WS213
ANATOMY AND PHYSIOLOGY 3: NEUROANATOMY

Units: 3.0 didactic
Hours: 45 academic
Prerequisite: WS212
Concurrent: None
Location: New York

The Anatomy and Physiology courses provide an in-depth examination of the anatomy, physiology, and pathology of the musculoskeletal, nervous, endocrine, cardiovascular, lymphatic, immune, respiratory, digestive, urinary, and reproductive systems. These courses begin with an overview of the body's organization, including organ systems, body regions, planes of movement, and directional terminology. The basics of general cellular physiology are then covered to provide a foundation for tissue, musculoskeletal, and other system physiology and pathology. The skeletal system is explored on a macroscopic level through a general orientation to the bones and joints. It further explores the cooperative relationship between the systems from the standpoint of how their cooperation contributes to the smooth functioning of human physiology and the maintenance of homeostasis. Common pathologies for each system are discussed with a focus on therapeutic massage modifications and contraindications. WS213 focuses on learning the entire nervous system, including the brain, spinal cord, and peripheral nerves throughout the body, and how the muscles are innervated.

WS214
BIOMEDICAL PATHOLOGY FOR MASSAGE THERAPISTS 1

Units: 3.0 didactic
Hours: 45 academic
Prerequisite: WS212
Concurrent: None
Location: New York

To be a competent massage therapist and make safe and effective decisions about contraindications and session planning, students must understand the nature of human disease. Biomedical Pathology for Massage Therapists introduces the etiology, pathogenesis, clinical signs and symptoms, prognosis, and massage contraindications for the most common diseases therapists are likely to encounter. Although all systems are covered, this course will emphasize pathologic processes associated with the nervous, musculoskeletal, cardiovascular, respiratory, and gastrointestinal systems.

WS218
BIOMEDICAL PATHOLOGY FOR MASSAGE THERAPISTS 2

Units: 3.0 didactic
Hours: 45 academic
Prerequisite: WS213, WS214
Concurrent: None
Location: New York

To be a competent massage therapist and make safe and effective decisions about contraindications and session planning, students must understand the nature of human disease. Biomedical Pathology for Massage Therapists introduces the etiology, pathogenesis, clinical signs and symptoms, prognosis, and massage contraindications for the most common diseases therapists are likely to encounter. Although all systems are covered, this course will emphasize pathologic processes associated with the nervous, musculoskeletal, cardiovascular, respiratory, and gastrointestinal systems.

WS231
BIOMEDICAL PATHOLOGY FOR MASSAGE THERAPISTS

Units: 3.0 didactic
Hours: 45 academic
Prerequisite: WS212
Concurrent: None
Location: San Diego

This course brings the student a basic understanding of the disease process and how it affects the body's functions by introducing the etiology, pathology, clinical signs and symptoms, and prognosis for diseases most commonly encountered by massage therapists. Although all systems are covered, this course will emphasize the pathology of the integumentary, lymphatic, nervous, musculoskeletal, cardiovascular, respiratory, and gastrointestinal systems. The course also presents the medical issues of various types of clients as they relate to the practice of massage.

WS233
ORTHOPEDIC SPORTS PATHOLOGY

Units: 3.0 didactic
Hours: 45 academic
Prerequisite: BT251a, WS212
Concurrent: None
Location: New York

This course is intended to train massage therapy students to work with general or acute pain, orthopedic, and sports-related conditions. Course participants gain a basic understanding of anatomy, terminology, biomechanics, and the biomechanical assessment of the upper and lower extremities. The course will cover advanced joint biomechanics, sports biomechanics, and joint mobilization. The course will focus on the use of biomechanics in treatment approaches and clinical problem solving. Students review dermatomes and learn to test the spinal cord tracts and cranial nerves. Students must be able to describe their findings in the appropriate medical-legal language.

WS240
ORTHOPEDIC ASSESSMENT (SD)

Units: 2.0 didactic, 0.5 lab (2.5 total)
Hours: 45 academic
Prerequisite: BT257
Concurrent: None
Location: San Diego

This class is designed to give the student knowledge and understanding of injury assessment and evaluation used in athletic and non-athletic applications using methods of orthopedic and neurological evaluation.

WS240A
ORTHOPEDIC ASSESSMENT (NY)

Units: 1.0 didactic, 0.5 lab (1.5 total)
Hours: 37.5 academic
Prerequisite: BT271a
Concurrent: None
Location: New York

This class is designed to give the student knowledge and understanding of injury assessment and evaluation used in athletic and non-athletic applications using methods of orthopedic and neurological evaluation. Students will learn passive range of motion (PROM), active range of motion (AROM), muscle length tests (MLT), resisted isometric tests (RIT), and special neurological and/or pathology tests. Emphasis is placed on a complete postural and injury assessment.

HOLISTIC MEDICINE COURSES

CODE	COURSE	UNITS	CRED HRS	PREREQ	CONCUR
AAS HHS AND CMT/AB COURSES					
HM221	Aromatherapy	2.0	45.0	None	None
AOS MT COURSES					
HM222	Essential Oils for Massage Therapists	3.0	45.0	AC101a, BT180	None

HM221
AROMATHERAPY

Units: 1.0 didactic, 1.0 clinical (2 total)
Hours: 45 academic
Prerequisite: None
Concurrent: None
Location: San Diego

This course is designed to provide students with scientific and energetic knowledge of essential oils used externally as aromatherapy within their professional practices. Students will understand the safety of using essential oils while staying within their scope of practice. Eastern and Western concepts are discussed and practiced in using essential oils for somatic applications. Students will learn to use a holistic approach of spirit, mind, and body performing aromatherapy consultations to custom blend essential oils for each particular treatment.

HM222
ESSENTIAL OILS FOR MASSAGE THERAPISTS

Units: 3.0 didactic
Hours: 45 academic
Prerequisite: AC101a, BT180
Concurrent: None
Location: New York

Essential oils are produced by glands of plants. They carry the plant's chemotype and have the potential to be very powerful healing agents in treating people with physical, psychological and/or spiritual problems. Students learn to safely combine and apply essential oils on acupuncture points to stimulate the flow of qi in various channels. The course also teaches the student to safely combine different oils for optimum results.

CLINICAL COURSES

CODE	COURSE	UNITS	CRED HRS	PREREQ	CONCUR
AAS HHS COURSES					
CL201a	Introduction to Body Therapy Clinic	1.5	30.0	BT100, BT130, BT230	None
CL221	Clinical Practice Shift 1	2.0	60.0	BT201a, CL201a	None
CL222	Clinical Practice Shift 2	2.0	60.0	CL221	None
AOS MT COURSES					
CL226	Massage Practicum 1	2.0	60.0	BT180, BT271a, BU102, OM121, WS111	None
CL227	Massage Practicum 2	2.0	60.0	CL226	None
CL228	Massage Practicum 3	2.0	60.0	CL227	None
CMT/AB COURSES					
CL201a	Introduction to Body Therapy Clinic	1.5	30.0	BT100, BT130, BT230	None
CL221	Clinical Practice Shift 1	2.0	60.0	BT201a, CL201a	None

CL201A
INTRODUCTION TO BODY THERAPY CLINIC

Units: 1.0 didactic, 0.5 lab (1.5 total)
Hours: 30 academic
Prerequisite: BT100, BT130, BT230
Concurrent: None
Location: San Diego

This course explores personal issues that may encourage or inhibit the success that is possible in a career in massage. A supervised experience, the class involves performing therapeutic acupressure, circulatory/Swedish massage, or tui na, and learning to develop a course of massage treatment. The student may be asked to instruct clients in the methods of self-massage or qigong for specific conditions. Client charting, bedside manner, and clinical policies and procedures are also presented.

CL221
CLINICAL PRACTICE SHIFT 1

Units: 2.0 clinical
Hours: 60 academic
Prerequisite: BT201a, CL201a
Concurrent: None
Location: San Diego

Students will perform therapeutic massages and utilize external liniments, hot packs, etc. as part of the multi-disciplinary treatment team in the acupuncture clinic supervised by an experienced massage practitioner and faculty member.

CL222
CLINICAL PRACTICE SHIFT 2

Units: 2.0 clinical
Hours: 60 academic
Prerequisite: CL221
Concurrent: None
Location: San Diego

Students will perform therapeutic massages and utilize external liniments, hot packs, etc. as part of the multi-disciplinary treatment team in the acupuncture clinic supervised by an experienced massage practitioner and faculty member.

CL226, CL227, CL228 MASSAGE PRACTICUM 1-3

Each of these courses provides specialized learning in different modalities of treatment and allows the student to work with clients under the direct supervision of qualified and experienced clinical faculty. Students will learn and practice Thai massage, shiatsu, and reflexology under direct supervision of a licensed professional in a clinical setting.

CL226
MASSAGE PRACTICUM 1

Units: 2 lab
Hours: 60 academic
Prerequisite: BT180, BT271a, BU102, OM121, WS111
Concurrent: AC111, WS212
Location: New York

Students will learn and practice shiatsu and reflexology under direct supervision of a licensed professional in a lab setting.

CL227
MASSAGE PRACTICUM 2

Units: 1.0 lab, 1.0 clinical (2 total)
Hours: 60 academic
Prerequisite: CL226
Concurrent: WS213
Location: New York

Students will learn and practice Thai massage and complete massage therapy clinical hours under direct supervision of a licensed professional in a clinical setting.

CL228
MASSAGE PRACTICUM 3

Units: 2 clinical
Hours: 60 academic
Prerequisite: CL227
Concurrent: None
Location: New York

Students will complete massage therapy clinical hours under direct supervision of a licensed professional in a clinical setting.

BUSINESS COURSES

CODE	COURSE	UNITS	CRED HRS	PREREQ	CONCUR
AAS HHS AND CMT/AB COURSES					
BU101a	Public Safety, Business, and Ethics	1.5	22.5	None	None
BU213	Practice Management for Massage Therapists	2.0	45.0	BU101a	None
AOS MT COURSES					
BU100	Public Safety Seminar	0.0	0.0	None	None
BU102	Public Safety and Counseling	2.5	37.5	None	BU100
BU212a	Business Fundamentals for Massage Therapists and NYS Exam Review for Massage Therapists	3.0	45.0	BT281, CL227	None

BU100
PUBLIC SAFETY SEMINAR (7 HOURS)

Units: 0 didactic
Hours: 0 academic
Prerequisite: None
Concurrent: None
Location: New York

This seminar is an extended orientation experience in which undergraduate massage therapy students assess their learning styles, connect with each other on a socioemotional level, and discover the tools and resources that will support their learning experience in the massage therapy program.

BU101A
PUBLIC SAFETY, BUSINESS, AND ETHICS

Units: 1.5 didactic
Hours: 22.5 academic
Prerequisite: None
Concurrent: None
Location: San Diego

This course is designed to teach students the manual clinical skills necessary for the safety and well-being of the client and the cautions and contraindications to massage. It will explain the cause and prevention of the spread of disease and infection and demonstrate the following sanitary practices: sanitizing floors, massage tables, bolsters, and restrooms; laundering linens; storing and applying products; sanitizing implements; and personal hygiene. It will also demonstrate safety practices for a massage therapy practice. Legal requirements for consumer safety, massage therapy licensing, and local regulations will be examined. Codes for ethics and standards of practice for massage practitioners will be discussed.

BU102
PUBLIC SAFETY AND COUNSELING

Units: 2.5 didactic
Hours: 37.5 academic
Prerequisite: None
Concurrent: BU100
Location: New York

This course is designed to teach students the manual and clinical skills necessary for the safety and well-being of the client. It presents cautions and contraindications to massage and explains how to prevent spread of disease and infection. It will demonstrate the following sanitary practices: sanitizing floors, massage tables, bolsters, and restrooms; laundering linens; storing and applying products; sanitizing implements; and personal hygiene. It will also demonstrate safety practices for a massage therapy practice and allow students to explore what it means to be mindful, in one's life, within a healing context. They will learn fundamental communication skills including listening, defining and maintaining healthy boundaries, and authentic expression.

BU212A
BUSINESS FUNDAMENTALS FOR MASSAGE THERAPISTS AND NYS EXAM REVIEW FOR MASSAGE THERAPISTS

Units: 3.0 didactic
Hours: 45 academic
Prerequisite: BT281, CL227
Concurrent: None
Location: New York

This course focuses on two pertinent areas for massage therapists: business practices and professional standards. The introduction to business practices and career development presents essential knowledge and skills to help massage practitioners reach their career goals. From defining their work, to writing a business plan, to setting up an office, to finding a job, the practical information and exercises in this course will help the student transition to having a successful massage practice. Topics include types of practices, legal requirements, budgeting, contracts, record keeping, practice building, advertising, business ethics, and practice policies and procedures. The professional foundations part of the course focuses on the professional responsibilities for safeguarding clients. Legal requirements for consumer safety, massage therapy licensing, and local regulations will be examined. Codes for ethics and standards of practice for massage practitioners will be discussed.

BU213
PRACTICE MANAGEMENT FOR MASSAGE THERAPISTS

Units: 1.0 didactic, 1.0 lab (2 total)
Hours: 45 academic
Prerequisite: BU101a
Concurrent: None
Location: San Diego

This course is designed to teach students business operations and includes practical techniques to enhance effectiveness and the day-to-day running of a business. It will give tips on how to write policies and procedures, interviewing skills, and useful insights into contract basics, effective negotiation, and conflict resolution. Students will explore the field and gain a realistic picture of what is required to establish a business/career and develop successful behaviors that display desirable professional characteristics.

REQUIRED COURSES

CODE	COURSE	UNITS	CRED HRS	PREREQ	CONCUR
CF0.00	Cardiopulmonary Resuscitation/ First Aid	0.0	0.0	None	None
CR0.0	Cardiopulmonary Resuscitation/ First Aid	0.0	0.0	None	None
TTS101	Technology Training for Online Students	0.0	0.0	None	None

CF0.00
CARDIOPULMONARY RESUSCITATION/FIRST AID

(4 hours required for AAS HHS and CMT/AB)

Units: 0 didactic
Hours: 0 academic
Prerequisite: None
Concurrent: None
Location: San Diego

Students are taught how to effectively assess and respond to injuries and life-threatening situations. Skills taught include the ABCs of lifesaving, CPR, the Heimlich maneuver, bandaging, splinting, and wound care. This is an approved course taught by the American Red Cross or American Heart Association and must include at least four hours of instruction for students taking massage programs.

CR0.00
CARDIOPULMONARY RESUSCITATION/FIRST AID

(4 hours required for AOS MT)

Units: 0 didactic
Hours: 0 academic
Prerequisite: None
Concurrent: None
Location: New York

Students are taught how to effectively assess and respond to a variety of breathing and cardiac emergencies involving adults. Online courses through American Heart Association or Red Cross are acceptable, but to receive a valid 2-year digital certificate that is OSHA compliant and meets other workplace and regulatory requirements, you must enroll in an instructor-led in-person skill session within 90 days of completing the online course.

TTS101
TECHNOLOGY TRAINING FOR ONLINE STUDENTS

Units: 0 didactic
Hours: 0 academic
Prerequisite: None
Concurrent: None
Location: Online

This course introduces the online services of Pacific College of Health and Science and Moodle or BlackBoard, the learning management system. The learning modules cover common activities used for the online portions of your courses. The modules show the various types of activities and resources found in courses and information needed to complete class activities and assignments.

ELECTIVES

AAS HHS AND CMT/AB ELECTIVE OPTIONS

Elective courses are subject to availability. Partial list of elective options below.

CODE	COURSE	UNITS	CRED HRS	PREREQ
ACUPUNCTURE AND CHINESE MEDICINE COURSES				
CL211	Clinical Counseling 1: The Student	1.5	30.0	None
WS202	Medical Terminology	1.5	22.5	None
WS204	Biological Aspects of Physics	2.5	37.5	None
MASSAGE/BODYWORK COURSES				
BT131a	Shiatsu 1	2.0	45.0	OM101 or OM511
BT142	Thai Table Massage	2.0	45.0	None
BT210	Pediatric Tui Na	1.5	30.0	BT130, BT230
BT211a	Sports Tui Na	2.5	45.0	BT130, BT230
BT214a	Tui Na Treatment of Internal Disharmonies 1: Male/Female Reproductive Disorders	2.0	45.0	BT130, BT230
BT215a	Tui Na Treatment of Internal Disharmonies 2: Respiratory and Digestive Disorders	2.0	45.0	BT130, BT230
BT216a	Tui Na Treatment of Internal Disharmonies 3: Geriatric, Chemotherapy and Post-Surgical Disorders	2.0	45.0	BT130, BT230
BT217a	Tui Na Treatment of Internal Disharmonies 4: Advanced Musculoskeletal Disorders and Disharmonies	2.0	45.0	BT130, BT230
BT218a	Synergistic Massage	2.0	45.0	BT100, BT130, BT230
BT220	Accessory Techniques	2.0	45.0	BT100, BT130, BT230
BT231	Introduction to Ayurvedic Massage	2.5	45.0	None
BT245	Reiki	2.0	45.0	None
BT252	Craniosacral Work 1	2.5	45.0	None
BT273a	Introduction to Neuromuscular Massage Therapy	2.0	45.0	BT201a
BT320	Face Reading for Massage Therapists	3.0	45.0	None
BT470	Advanced Clinical Applications	2.0	45.0	BT257
BTW280	Structural Integration	2.0	45.0	BT201a, BT257, WS111
BTW282	Perinatal Massage	2.0	45.0	BT100
BTW300	Lomi Lomi	2.0	45.0	BT100
HM221	Aromatherapy**	2.0	45.0	None
WS240	Orthopedic Assessment	2.5	45.0	BT257
TRANSFERABLE ELECTIVES				
BIO101	General Biology*	2.5	45.0	None
CHEM101	General Chemistry*	3.0	45.0	None
PSY101	General Psychology*	3.0	45.0	None
QR201	Quantitative Reasoning	3.0	45.0	None

*: Co-requisite courses to the DAcCHM program (General Biology transfers into the MSAcCHM program)

**: May not be counted towards bodywork elective hours

AOS MT ELECTIVE OPTIONS

Elective courses are subject to availability. Partial list of elective options below.

CODE	COURSE	UNITS	HOURS+	CRED HRS	PREREQ	CONCUR
BT200	Advanced Massage Modalities	2.5	42.0	45.0	BT180	None
BT213a	Tui Na Treatment of Disharmonies	2.5	42.0	45.0	BT130, BT230	None
BT219	Sports Massage and Pathology	1.5	28.0	30.0	BT271a	None
BT231	Introduction to Ayurvedic Massage	2.5	42.0	45.0	None	None
BT240	Advanced Shiatsu	2.5	45.0	45.0	CL226	None
BT283	Advanced Sports and Orthopedic Massage	2.5	42.0	45.0	BT251a, BT271a, WS40, BT281	None
BT255	Advanced Thai Massage	2.5	42.0	45.0	CL226	None
BT282	Perinatal Massage	2.5	45.0	45.0	BT10, BT280	None

AAS HHS FULL-TIME MODEL CURRICULUM, SAN DIEGO

Subject to change.

CODE	COURSE	UNITS	CRED HRS	PREREQ
TERM 1				
TTS101	Technology Training for Online Students	0.0	0.0	None
OM101	Oriental Medicine Theory and Points for Body Therapists	3.0	45.0	None
WS111	GE3: Anatomy and Physiology 1T	2.5	45.0	None
BT130	Tui Na Hand TechniquesT	1.5	30.0	None
BT124	Taiji/QigongT	1.5	30.0	None
BT100	Circulatory/Swedish Massage 1	2.0	45.0	None
BU101a	Public Safety, Business and Ethics	1.5	22.5	None
CF0.00	CPR (4-hour course required)	0.0	0.0	None
TOTAL UNITS/HOURS:		**12.0**	**217.5**	
TERM 2				
CL201a	Introduction to Body Therapy Clinic	1.5	30.0	BT100, BT130, BT230
WS212	GE3: Anatomy and Physiology 2	3.0	45.0	None
BT148	Thai Massage	2.0	45.0	None
BT230	Tui Na Structural TechniquesT	1.5	30.0	BT130
BT201a	Deep Tissue Techniques	2.0	45.0	BT100
	Elective	2.0	37.5	-
TOTAL UNITS/HOURS:		**12.0**	**232.5**	

CODE	COURSE	UNITS	CRED HRS	PREREQ
TERM 3				
CL221	Clinical Practice Shift	2.0	60.0	BT201a, CL201a
WS231	Biomedical Pathology for Massage Therapists	3.0	45.0	WS212
BU213	Practice Management for Massage Therapists	2.0	45.0	BU101a
BT257	Introduction to Kinesiology	2.5	45.0	WS111
BT199	Advanced Massage Modalities	2.5	45.0	BT100
TOTAL UNITS/HOURS:		**12.0**	**240.0**	
TERM 4				
BT202a	Circulatory/Swedish Massage 2	2.0	45.0	BT100
CL222	Clinical Practice Shift 2	2.0	60.0	CL221
BT206a	Stretching and Traction Methods for Massage	2.0	45.0	None
BT235a	Chi Nei Tsang (Internal Organ Healing)	2.0	45.0	OM101 or OM511
WS206	Integrative Health and Nutrition	2.5	37.5	None
	Elective	1.5	30.0	-
TOTAL UNITS/HOURS:		**12.5**	**262.5**	
TERM 5				
AC101	Acupoints for Massage Therapists 1	2.5	45.0	OM101, WS111
BT261a	Foot Reflexology 1	2.0	45.0	None
BT223	Medical Qigong	1.5	30.0	BT124
	Elective	2.5	45.0	-
	Elective	2.0	45.0	-
	Elective	1.5	30.0	-
TOTAL UNITS/HOURS:		**12.0**	**240.0**	
TOTAL UNITS FOR AAS DEGREE:		**60.0**	**1,192.5**	

T: transfer credit into the master's or doctoral degree program is awarded for this course

AOS MT FULL-TIME MODEL CURRICULUM, NEW YORK

Subject to change.

CODE	COURSE	UNITS	HOURS+	CRED HRS	PREREQ	CONCUR
TERM 1						
TTS101	Technology Training for Online Students	0.0	0.0	0.0	None	None
WS111	Anatomy and Physiology 1: Bones and Muscles	2.5	42.0	45.0	None	None
OM121	East/West Physiology 1	3.0	42.0	45.0	None	None
BT130*	Tui Na Hand Techniques	1.5	28.0	30.0	None	None
OM102	Philosophy and History of Asian Medicine	3.0	42.0	45.0	None	None
BU100	Public Safety Seminar	0.0	7.0	0.0	None	None
BU102	Public Safety and Counseling	2.5	35.0	37.5	None	BU100
BT180*	Western Massage 1	2.5	42.0	45.0	None	BU102, WS111
TOTAL UNITS/HOURS:		**15.0**	**238.0**	**247.5**		
TERM 2						
WS212	GE3: Anatomy and Physiology 2	3.0	42.0	45.0	None	None
OM222	East/West Physiology 2	3.0	42.0	45.0	OM121	None
BT124*	Taiji/Qi Gong T	1.5	28.0	30.0	None	None
AC111	Acupoints for Massage Therapists	2.5	42.0	45.0	OM121, WS111	None
BT271a	Myology for Postural Alignment	2.0	42.0	45.0	WS111	None
BT280*	Western Massage 2	2.0	42.0	45.0	BT180, WS111	None
TOTAL UNITS/HOURS:		**14.0**	**238.0**	**255.0**		
TERM 3						
WS213	Anatomy and Physiology 3: Neuroanatomy	3.0	42.0	45.0	WS212	None
WS214	Biomedical Pathology for Massage Therapists 1	3.0	42.0	45.0	WS212	None
WS240a	Orthopedic Assessment	1.5	35.0	37.5	BT271a	None
CL226*	Massage Practicum 1	2.0	60.0	60.0	BT180, BT271a, BU102 OM121, WS111	None
BT230*	Tui Na Structural Techniques	1.5	28.0	30.0	BT130	None
BT251a	Introduction to Kinesiology	2.5	42.0	45.0	BT271a, WS111	None
CR0	CPR/First Aid	0.0	0.0	0.0	None	None
TOTAL UNITS/HOURS:		**13.5**	**249.0**	**262.5**		

CODE	COURSE	UNITS	HOURS+	CRED HRS	PREREQ	CONCUR
TERM 4						
WS233	Orthopedic Sports Pathology	3.0	42.0	45.0	BT251a, WS212	None
WS218	Biomedical Pathology for Massage Therapists 2	3.0	42.0	45.0	WS214, WS213	None
BT281*	Western Massage 3	2.0	42.0	45.0	BT271a, BT280, WS212	None
HM222	Essential Oils for Massage Therapists	3.0	42.0	45.0	AC111, BT180	None
CL227*	Massage Practicum 2	2.0	60.0	60.0	CL226	None
TOTAL UNITS/HOURS:		**13.0**	**228.0**	**240.0**		
TERM 5						
	Elective	2.0	42.0	45.0	None	None
BU212a	Business Fundamentals for Massage Therapists	3.0	42.0	45.0	CL227, BT281	None
BT209*	Integrated East/West Massage	2.0	42.0	45.0	BT281, BT230, CL227, WS213,	None
CL228*	Massage Practicum 3	2.0	60.0	60.0	CL227	None
TOTAL UNITS/HOURS:		**9.0**	**186.0**	**195.0**		
PROGRAM TOTAL:		**64.5**	**1,139.0**	**1,200.0**		

*: Practical class with 100% attendance policy

+: For verification of massage training by NYSED, New York regulations require the College to use a 14:1 clock ration instead of the normal academic 15:1 ratio

T: transfer credit into the master's or doctoral degree program is awarded for this course

CMT/AB FULL-TIME MODEL CURRICULUM, SAN DIEGO

Subject to change.

CODE	COURSE	UNITS	CRED HRS	PREREQ
TERM 1				
TTS101	Technology Training for Online Students	0.0	0.0	None
OM101	Oriental Medicine Theory and Points for Body Therapists	3.0	45.0	None
WS111	GE3: Anatomy and Physiology 1T	2.5	45.0	None
BT130	Tui Na Hand TechniquesT	1.5	30.0	None
BT124	Taiji/QigongT	1.5	30.0	None
BT100	Circulatory/Swedish Massage 1	2.0	45.0	None
BU101a	Public Safety, Business and Ethics	1.5	22.5	None
CF0.00	CPR (4-hour course required)	0.0	0.0	None
TOTAL UNITS/HOURS:		**12.0**	**217.5**	
TERM 2				
CL201a	Introduction to Body Therapy Clinic	1.5	30.0	BT100, BT130, BT230
WS212	GE3: Anatomy and Physiology 2	3.0	45.0	None
BT148	Thai Massage	2.0	45.0	None
BT230	Tui Na Structural TechniquesT	1.5	30.0	BT130
BT201a	Deep Tissue Techniques	2.0	45.0	BT100
	Elective	2.0	37.5	-
TOTAL UNITS/HOURS:		**12.0**	**232.5**	
TERM 3				
CL221	Clinical Practice Shift	2.0	60.0	BT201a, CL201a
WS231	Biomedical Pathology for Massage Therapists	3.0	45.0	WS212
BU213	Practice Management for Massage Therapists	2.0	45.0	BU101a
BT199	Advanced Massage Modalities	2.5	45.0	BT100
BT257	Introduction to Kinesiology	2.5	45.0	WS111
TOTAL UNITS/HOURS:		**12.0**	**240.0**	
TOTAL FOR CMT/AB CERTIFICATE		**36.0**	**690.0**	

T: transfer credit into the master's or doctoral degree program is awarded for this course

SCHOOL OF NURSING

Our undergraduate and graduate nursing programs provide evidence-based education to prepare nurses for the rigors and complexities of contemporary practice with additional focus on integrative and holistic health. Pacific College of Health and Science's goal of supporting integrative and holistic nursing practice will also aid to advance health and wellness in the world.

The Master of Science in Nursing (MSN), Bachelor of Science in Nursing (RN-to-BSN Completion Option), and Holistic Nursing Certificate (HNC) are offered online and have clinical components which will be completed in the student's state(s) of RN licensure. Pacific College of Health and Science nursing programs are endorsed in certain states. Please review which states are approved at **https://www.pacificcollege.edu/distance-education**. It is the student's responsibility during the course of study to be aware that moving to a non-approved state may jeopardize program completion. Please inform the nursing program office if a move is planned. The MSN and RN-to-BSN Completion Option programs are only offered on a part-time schedule.

The Bachelor of Science in Nursing (Prelicensure Option) is a hybrid program based on our New York campus with significant on campus attendance requirements. Clinicals will occur throughout the New York City Metropolitan area. The Bachelor of Science in Nursing (Prelicensure Option) is only offered on a full-time basis.

Chart Codes Definition/Description/Academic Contact Hours/Credit Hours

Note that nursing courses may contain any combination of didactic, laboratory, and clinical components.

- An academic hour is defined as 54 minutes of instruction.
- Didactic: 15 academic contact hours equal 1 semester credit hour
- Laboratory: 30 academic contact hours equal 1 semester credit hour
- Clinical: 45 academic contact hours equal 1 semester credit hour

MASTER OF SCIENCE IN NURSING (MSN): HOLISTIC NURSE COACH

Note: PCHS is not accepting applications for this program option at this time.

MSN	
Total Credits:	40.0
Total Hours:	780.0
Location:	Didactic Online, Clinical in Student's Locale

Educational Purpose

The MSN with a holistic nursing focus at Pacific College of Health and Science includes a personally and professionally transformative learning experience that reinforces the holistic nursing perspective through self-care and resilience, evidence-based practice of traditional and non-traditional approaches to health and healing, reflective practice, and a strong relationship-centered practice to nurture safe learning and practice environments.

The MSN is 40 credits with coursework online. There are 2 specialty tracks: Nurse coach and nurse educator. The clinical and lab components (indicated in course descriptions) take place in the student's locale/community or virtually. Faculty work with the student to determine clinical/lab experiences that meet the course requirements. The nurse educator curriculum is aligned with the National League for Nursing (NLN) nurse educator certification exam. The nurse coach curriculum is aligned with the American Holistic Nurses Credentialing Center (AHNCC) nurse coach certification exam. Nurse coach students receive individual and group coaching as required experiential learning activities during the program.

Graduates of the program will be prepared to be leaders in nursing education and nurse coaching. Two tracks are available:

Nurse Coach – This track is for the nurse who desires to support co-creative partnerships, wellness and transformation in individuals, organizations and communities. The Nurse Coach may work in private practice or use these skills within their current position, or as a consultant or coach within the organizations where they work.

Program Learning Outcomes
Upon completion of the MSN program, graduates will be able to:

1. Generate a personal and professional philosophy about the advanced holistic nurse role that reflects a caring-healing framework with respect for spirituality, diversity, equity, inclusion, and social justice.
2. Demonstrate critical thinking, reflective practice, creative problem solving, and clinical judgment based upon the synthesis of evidence from nursing and other sciences, along with the wisdom from multiple ways of knowing.
3. Model advanced holistic nursing role competencies within educational, coaching, and leadership practice environments.
4. Evaluate evidence-based holistic education and coaching outcomes as related to culture, diversity, equity, and inclusion across the healthcare continuum.
5. Co-create caring-healing environments and policy change through transformational human-centered leadership to influence cultural shifts in practice and educational settings.
6. Model interprofessional collaboration and holistic communication within diverse healthcare teams, organizations, systems, and populations.
7. Integrate knowledge of holistic professional nursing scope and standards to maintain ethical and legal practices within the roles of educator and coach.
8. Demonstrate adherence to quality and safety standards using principles of relationship-centered care, health and information technologies, and informatics.
9. Utilize effective holistic relationship-centered communication skills via written, verbal, non-verbal, and technological modes.
10. Model professional commitment towards healing through self-reflection, self-care, and lifelong learning.

COURSE LOAD

MSN students must follow the prescribed curriculum and take two courses per term except for the final term, which includes only the final capstone and practicum.

GROUP AND INDIVIDUAL COACHING

Nurse coach students must complete required individual and group coaching sessions before starting NC611Role Of the Holistic Nurse Coach.

CLINICAL EXPERIENCES

All students must complete clinical learning experiences to fulfill the requirements of the MSN program. If a student does not pass a course with a clinical component (grade of B- or better), both the course content and all associated clinical hours must be repeated in full – previously completed hours will not carry over to the repeated course.

To be eligible for MSN clinicals, proof of the following is required prior to clinical attendance:

- Active unencumbered Registered Nurse (RN) license or a multi-state RN license covering the state(s) where the clinical experience will take place
- Cleared background check
- Negative 10 panel urine drug screen submitted within 3 months prior to first clinical course (includes Tetrahydrocannabinol [THC] a component of marijuana/ cannabis)
- Personal health insurance
- Professional liability/malpractice insurance ($1,000,000 per occurrence and $3,000,000 in the aggregate)
- Current American Heart Association Basic Life Support certification
- TB status within the last 12 months by submitting one of the options:
  - Negative Two-Step TB skin test OR
  - 2 consecutive negative annual TB skin test OR
  - Negative TB screening blood test. (IGRA, T-Spot, QuantiFERON Gold))
  - Documentation of a previously positive TB screening test or diagnosis of TB or Latent TB Infection with a symptom-free questionnaire and chest x-ray results that rule-out TB.

- Hepatitis B ("HBV/Hep B/HBsAb"): 3 vaccines (series in progress acceptable) OR serological evidence of immunity OR documentation of non-responder status
- Measles, Mumps, and Rubella IgG: Documentation of 2 vaccines (series in progress acceptable) OR serological evidence of immunity to each
- Varicella IgG: Documentation of 2 vaccines (series in progress acceptable) OR serological evidence of immunity
- Tetanus, Diphtheria, and Pertussis (Tdap) vaccine (date must be within 10 years)
- Influenza vaccine (date must be current season, date will depend on time of year)
- Driver's license or state issued identification.
- Physical examination completed within the last 12 months. PCHS Health History/Physical form must be signed by licensed healthcare provider.

Note that clinical sites may have additional compliance requirements including COVID-19 vaccine and booster. Students who are assigned to these sites will need to comply with these requirements to participate in clinical.

All proof must be submitted by the specified due date or the student will be prevented from registering for or withdrawn from the course.

MSN COURSES AND COURSE DESCRIPTION

In alphabetical order by course code and subject to change.

CODE	COURSE	UNITS	CRED HRS	PREREQ	CONCUR
TTS101	Technology Training for Online Students	0.0	0.0	None	None

TTS101
TECHNOLOGY TRAINING FOR ONLINE STUDENTS

Units: 0 didactic
Hours: 0 academic
Prerequisite: None
Concurrent: None
Location: Online

This course introduces the online services of Pacific College of Health and Science and Moodle or BlackBoard, the learning management system. The learning modules cover common activities used for the online portions of your courses. The modules show the various types of activities and resources found in courses and information needed to complete class activities and assignments.

MSN CORE COURSES

CODE	COURSE	UNITS	CRED HRS	PREREQ	CONCUR
TTS101	Technology Training for Online Students	0.0	0.0	None	None
BIO500	Advanced Psychoneuroimmunology	3.0	45.0	NR604	None
NR504	Perspectives in Holistic Nursing	3.0	45.0	None	None
NR508	Facilitator of Healing: Advanced Modalities	3.0	60.0	BIO500	None
NR601	Theories of Learning and Change	3.0	45.0	None	NR504
NR602	Research, Evidence-based Practice and Quality Improvement	3.0	45.0	NR504	None
NR603	Advancing Nursing Leadership through Transformative Practices	3.0	75.0	NR504	None
NR604	Advanced Integrative Pathophysiology, Holistic Health Assessment, and Pharmacology	4.0	75.0	None	None
CORE COURSES TOTAL:		**22.0**	**390**		

BIO500
ADVANCED PSYCHONEUROIMMUNOLOGY

Units: 3 didactic
Hours: 45 academic
Prerequisite: NR604
Concurrent: None
Location: Online

This course explores the relationships among psychoemotional stimuli, immune function, and health outcomes. It examines the cellular mechanisms involved in neuroendocrine-immune pathways, which consist of cytokines, neurotransmitters, and hormones. The course focuses on how research in psychoneuroimmunology (PNI) helps us understand health alterations like autoimmune disorders, mental health conditions, and susceptibility to infectious diseases. It also covers the latest trends in PNI research and potential future directions, such as personalized medicine and integrative health approaches.

NR504
PERSPECTIVES IN HOLISTIC NURSING

Units: 3 didactic
Hours: 45 academic
Prerequisite: None
Concurrent: None
Location: Online

This course delves into the philosophical and theoretical underpinnings of holistic nursing, emphasizing a caring-healing framework that integrates spirituality, diversity, equity, inclusion, and social justice. It explores how caring forms the core of integrative and holistic nursing practice with a focus on health, self, and the interconnectedness of body-mind-spirit-emotion-energy-environment for wellness and healing. Students will learn how to apply holistic theories, philosophies, principles, and diverse ways of knowing about self-care and the care of others.

NR508
FACILITATOR OF HEALING: ADVANCED MODALITIES

Units: 2 didactic, 1 lab (3 total)
Hours: 60 academic
Prerequisite: BIO500
Concurrent: None
Location: Online

This course provides a comprehensive examination of caring-healing modalities encompassing alternative, complementary, spiritual, and integrative practices within the holistic nursing framework. It is designed to equip students with understanding and practical skills in applying diverse holistic approaches to promote healing, health, and wellness. Students will complete 30 hours of hands-on experience with these healing modalities.

NR601
THEORIES OF LEARNING AND CHANGE

Units: 3 didactic
Hours: 45 academic
Prerequisite: None
Concurrent: NR504
Location: Online

This course explores different aspects of learning, including ways of understanding, how we learn, learning technology, and how people make meaningful change. It looks at how these ideas influence teaching methods and how we evaluate learning. Emphasis is placed on learner-centered theories, adult learning, and the holistic aspects of learning. The course aims to equip advanced holistic nursing students with skills to assess diverse learning needs, including health literacy and learning styles, and to facilitate learning and development in a variety of settings such as classrooms, online platforms, clinical, academic settings, and private practice.

NR602
RESEARCH, EVIDENCE-BASED PRACTICE, AND QUALITY IMPROVEMENT

Units: 3 didactic
Hours: 45 academic
Prerequisite: NR504
Concurrent: None
Location: Online

This course equips nurses with essential skills for healthcare improvement and evidence-based practice. It provides a foundational understanding of various research methodologies and quality improvement frameworks. Students will learn practical strategies for integrating research findings into quality improvement and safety initiatives to improve patient outcomes and promote evidence-based practice with a focus on holistic nursing and integrative health.

NR603
ADVANCING NURSING LEADERSHIP THROUGH TRANSFORMATIVE PRACTICES

Units: 2 didactic, 1 clinical (3 total)
Hours: 75 academic
Prerequisite: NR504
Concurrent: None
Location: Didactic online; clinical in student's locale/community

This course prepares nurse leaders to navigate and excel in healthcare systems through the lens of systems thinking, leadership in high-performing teams, and strategic management. Emphasizing the core values of caring, cultural responsiveness, and interprofessional collaboration, students will learn to lead transformational change in diverse healthcare environments. By engaging with practical scenarios and completing 45 practicum hours, learners will develop the skills necessary to influence and sustain high-quality, patient-centered care environments, navigate complex healthcare systems, and foster effective team dynamics. Students will complete 45 clinical hours in a clinical setting in their own locale/community.

NR604
ADVANCED INTEGRATIVE PATHOPHYSIOLOGY, HOLISTIC HEALTH ASSESSMENT AND PHARMACOLOGY

Units: 3 didactic, 1 lab (4 total)
Hours: 75 academic
Prerequisite: None
Concurrent: None
Location: Online

This course combines advanced pathophysiology, pharmacology, and comprehensive health assessment to foster a holistic and integrated approach to patient care. Using the integration of mental, emotional, spiritual, and cultural aspects of health in the assessment and treatment of pathophysiology. The course explores evidence-based pharmacology, supplements, and herbs, and other common alternative treatments, across diverse patient populations. Students will complete 30 hours of hands-on experience.

NURSE EDUCATOR SPECIALTY COURSES

CODE	COURSE	UNITS	CRED HRS	PREREQ
NE611	Role of the Holistic Nurse Educator	3.0	45.0	BIO500, NR504, NR601, NR602, NR603
NE615	Holistic Teaching and Evaluation Methods for Nursing Education	3.0	45.0	NE611
NE621	Curriculum Design, Implementation, and Assessment	3.0	45.0	NE611
NE625	Educational Technologies and Informatics for Teaching and Professional Development	3.0	45.0	NE621
NE630	Holistic Nurse Educator Practicum I	3.0	105.0	NE621
NE635	Holistic Nurse Educator Practicum II and Capstone	3.0	105.0	NE630
NURSE EDUCATOR SPECIALTY COURSE TOTAL:		**18.0**	**390.0**	

NE611
ROLE OF THE HOLISTIC NURSE EDUCATOR

Units: 3 didactic
Hours: 45 academic
Prerequisite: BIO500, NR504, NR601, NR602, NR603
Concurrent: None
Location: Online

This course will prepare the advanced holistic nurse in the role of nurse educator and professional development specialist. The role of educator as coach, partner, facilitator of caring-healing environments for learning, mentor, role model, and reflective practitioner will be critically examined. The competencies, regulatory standards, holistic core values, and responsibilities that align with the educator role are explored. Inherent in the course work to support this leadership role are self-care, reflective practice, and caritas consciousness.

NE615
HOLISTIC TEACHING AND EVALUATION METHODS FOR NURSING EDUCATION

Units: 3 didactic
Hours: 45 academic
Prerequisite: NE611
Concurrent: None
Location: Online

This course will focus on the advanced holistic educator co-creating caring-healing cultures and learning communities, deepening effective holistic communication skills, and holding safe space for exploration and learning. Evidence-based teaching/learning strategies as well as honoring whole-person learning (cognitive, affective, behavioral, values) are emphasized. This course includes educational needs assessment and methods for evaluating learning and performance. Teaching/learning/evaluation in various settings and delivery formats such as classroom, didactic, clinical, experiential, self-paced, virtual, on-line will be explored.

NE621
CURRICULUM DESIGN, IMPLEMENTATION AND ASSESSMENT

Units: 3 didactic
Hours: 45 academic
Prerequisite: NE611
Concurrent: None
Location: Online

The holistic nurse educator student will develop skills in formulating program philosophy, curriculum design, program outcomes, syllabi, course outcomes, content, and teaching/learning/evaluation methods. Holistic nursing education curricular approaches will be included. The course will apply knowledge of program assessment, evaluation processes, and strategies. Regulatory and accrediting bodies in nursing education and professional development will be discussed.

NE625
EDUCATIONAL TECHNOLOGIES AND INFORMATICS FOR TEACHING AND PROFESSIONAL DEVELOPMENT

Units: 3 didactic
Hours: 45 academic
Prerequisite: NE621
Concurrent: None
Location: Online

This course develops essential skills and knowledge in healthcare informatics to improve outcomes. The role of technology and information resources including online learning, simulation, use of media, digital media, and information technologies for enhancement of learning is addressed. The benefits and challenges of distance education, telehealth, and caring in the technological world are explored. This course develops essential skills and knowledge for academic teaching and nurse professional development.

NE630
HOLISTIC NURSE EDUCATOR PRACTICUM I

Units: 1 didactic, 2 clinical (3 total)
Hours: 105 academic
Prerequisite: NE621 and completion of group and individual coaching experiences
Concurrent: None
Location: Didactic online, clinical provided by Pacific College

This precepted clinical practicum and seminar provides a focus on the roles and responsibilities of the advanced nurse educator. Focus will be on teaching skills, assessment, evaluation of learning, interprofessional teams and socialization into the role of educator. Student will also make connections between the mission, values, culture, and philosophy of the organization and the curriculum. Practica will be in academic or other related professional-educational settings. Student will complete 90 clinical hours in a clinical setting in their own locale/community.

NE635
HOLISTIC NURSE EDUCATOR PRACTICUM II AND CAPSTONE

Units: 1 didactic, 2 clinical (3 total)
Hours: 105 academic
Prerequisite: NE630 and completion of group and individual coaching experiences
Concurrent: None
Location: Didactic online, clinical provided by Pacific College

This precepted clinical practicum and seminar serves as the final capstone practice course for the advanced nurse educator student. Focus will be on developing effective leadership within the nurse educator role. Advanced nurse educators will become more autonomous through teaching/learning opportunities as they prepare for professional practice and board certifications. Students will also complete their e-portfolio to demonstrate achievement of the program learning outcomes. An evidence-based capstone project will be required. Students will complete 90 clinical hours in an educational setting in their own locale/community.

NURSE COACH SPECIALTY COURSES

CODE	COURSE	UNITS	CRED HRS	PREREQ	CONCUR
NC611	Role of the Holistic Nurse Coach	3.0	45.0	BIO500, NR504, NR601, NR602, NR603	NR508
NC615	Coaching Techniques with Diverse Populations Across the Lifespan	3.0	45.0	NC611	
NC621	Coaching Process and Holistic Nursing Assessment	3.0	45.0	NC611	NC615
NC626	Transition to Practice for the Integrative and Holistic Nurse Coach	3.0	45.0	NC621	
NC630	Holistic Nurse Coach Practicum I	3.0	105.0	NC621	NC626
NC635	Holistic Nurse Coach Practicum II and Capstone	3.0	105.0	NC630	
NURSE COACH SPECIALTY COURSES TOTAL:		**28.0**	**390.0**		

NC611
ROLE OF THE HOLISTIC NURSE COACH

Units: 3 didactic
Hours: 45 academic
Prerequisite: BIO500, NR504, NR601, NR602, NR603
Concurrent: NR508
Location: Online

This course provides a foundational understanding of holistic nurse coaching, covering the art and science underpinning the practice. It delves into the scope and standards of practice, core values, ethics, and social justice commitments, alongside nurse coach competencies. Students will learn to integrate evidence-based practices, diverse ways of knowing, spirituality, and coaching concepts to enhance their professional skills. The course also addresses current professional issues and trends, examines effective coaching models, and underscores the importance of self-care, self-awareness, and self-development for nurse coaches.

NC615
COACHING TECHNIQUES WITH DIVERSE POPULATIONS ACROSS THE LIFESPAN

Units: 3 didactic
Hours: 45 academic
Prerequisite: NC611
Concurrent: None
Location: Online

This course equips students with the skills to utilize evidence-informed holistic assessment strategies for creating healing environments for both them and their clients. It delves into the multi-step coaching process, focusing on assessing readiness for change, identifying opportunities, issues, and concerns, and establishing and evaluating person-centered goals. Students will learn to structure coaching interactions effectively and use motivational techniques to empower clients towards achieving their goals. The course combines theoretical knowledge with practical application, allowing students to practice these skills in simulated coaching sessions and peer interactions.

NC621
COACHING PROCESS AND HOLISTIC NURSING ASSESSMENTS

Units: 3 didactic
Hours: 45 academic
Prerequisite: NC611
Concurrent: NC615
Location: Online

This course advances the practice of holistic nurse coaching, blending the art and science of nursing with innovative coaching techniques. It focuses on enhancing communication skills and fostering interprofessional collaboration to support relationship-centered care. Through practical application, students will explore spirituality, unconscious bias, cultural sensitivity, humility, and responsiveness, aiming to cultivate diversity, equity, and inclusivity in their practice. The course encourages the application of holistic assessment strategies in various settings, promoting wellness and empowerment for clients and communities.

NC626
TRANSITION TO PRACTICE FOR THE INTEGRATIVE AND HOLISTIC NURSE COACH

Units: 3 didactic

Hours: 45 academic

Prerequisite: NC621

Concurrent: None

Location: Online

This course is designed to prepare students for transition to practice as an integrative and holistic nurse coach in a variety of healthcare settings. The focus will include topics such as scope of practice, location, national certification, business fundamentals, ethical and legal guideposts, use of technology, and interprofessional collaboration. Students review content for national certification while creating an innovative business plan, consider multi-modal marketing strategies, budgeting, and finance, grounded in the principles of holistic health and wellness, transformational leadership, healthcare policy, and regulatory landscapes.

NC630
HOLISTIC NURSE COACH PRACTICUM I

Units: 1 didactic, 2 clinical (3 total)

Hours: 105 academic

Prerequisite: NC621 and completion of group and individual coaching experiences

Concurrent: NC626

Location: Didactic online, Clinical provided by Pacific College

This first practicum provides holistic nurse coach students with a chance to refine their coaching skills under the guidance of a health-related coach. It emphasizes personal and professional growth, honing competencies essential for holistic nurse coaches such as leadership, effective communication, partnership, and facilitation of change. Students will develop a capstone project to reflect their achievement of program outcomes. The practicum requires completion of 90 hours of practical experience in coaching principles.

NC635
HOLISTIC NURSE COACH PRACTICUM II AND CAPSTONE

Units: 1 didactic, 2 clinical (3 total)

Hours: 105 academic

Prerequisite: NC630 and completion of group and individual coaching experiences

Concurrent: None

Location: Didactic online, Clinical iprovided by Pacific College

This course serves as the final capstone and practicum course for the holistic and integrative nurse coach. Students continue to work with coaches in a variety of settings as they become more confident in their abilities. Students will complete their capstone project and disseminate. The practicum requires completion of 90 hours of practical experience in coaching principles.

MSN: HOLISTIC NURSE EDUCATOR PART-TIME CURRICULUM, ONLINE

Subject to change. Clinicals are in student's locale/community.

CODE	COURSE	UNITS	CRED HRS	PREREQ	CONCUR
TERM 1					
TTS101	Technology Training for Online Students	0.0	0.0	None	None
NR504	Perspectives in Holistic Nursing	3.0	45.0	None	None
NR601	Theories of Learning and Change	3.0	45.0	None	NR504
TOTAL UNITS/HOURS:		**6.0**	**90.0**		
TERM 2					
NR602	Research, Evidence-Based Practice and Quality Improvement	3.0	45.0	NR504	None
NR604	Advanced Integrative Pathophysiology, Holistic Health Assessment and Pharmacology	4.0	75.0	None	None
TOTAL UNITS/HOURS:		**7.0**	**120.0**		
TERM 3					
BIO500	Advanced Psychoneuroimmunology	3.0	45.0	NR604	None
NR603	Advanced Nursing Leadership through Transformative Practices	3.0	75.0	NR504	None
TOTAL UNITS/HOURS:		**6.0**	**120.0**		
TERM 4					
NR508	Facilitator of Healing: Advanced Modalities	3.0	60.0	BIO500	None
NE611	Role of the Holistic Nurse Educator	3.0	45.0	BIO500, NR504, NR601, NR602, NR603	None
TOTAL UNITS/HOURS:		**6.0**	**105.0**		
TERM 5					
NE615	Holistic Teaching and Evaluation Methods for Nursing Education	3.0	45.0	NE611	None
NE621	Curriculum Design, Implementation and Assessment	3.0	45.0	NE611	None
TOTAL UNITS/HOURS:		**6.0**	**90.0**		
TERM 6					
NE625	Educational Technologies and Informatics for Teaching and Professional Development	3.0	45.0	NE621	None
NE630	Holistic Nurse Educator Practicum I	3.0	105.0	NE621	None
TOTAL UNITS/HOURS:		**6.0**	**150.0**		
TERM 7					
NE635	Holistic Nurse Educator Practicum II and Capstone	3.0	105.0	NE630	None
TOTAL UNITS/HOURS:		**3.0**	**105.0**		
PROGRAM TOTAL:		**40.0**	**780.0**		

MSN: HOLISTIC NURSE COACH PART-TIME CURRICULUM, ONLINE

Subject to change. Clinicals are in student's locale/community.

CODE	COURSE	UNITS	CRED HRS	PREREQ	CONCUR
TERM 1					
TTS101	Technology Training for Online Students	0.0	0.0	None	None
NR504	Perspectives in Holistic Nursing	3.0	45.0	None	None
NR601	Theories of Learning and Change	3.0	45.0	None	NR504
TOTAL UNITS/HOURS:		**6.0**	**90.0**		
TERM 2					
NR602	Research, Evidence-Based Practice and Quality Improvement	3.0	45.0	NR504	None
NR604	Advanced Integrative Pathophysiology, Holistic Health Assessment and Pharmacology	4.0	75.0	None	None
TOTAL UNITS/HOURS:		**7.0**	**120.0**		
TERM 3					
BIO500	Advanced Psychoneuroimmunology	3.0	45.0	NR604	None
NR603	Advanced Nursing Leadership through Transformative Practices	3.0	75.0	NR504	None
TOTAL UNITS/HOURS:		**6.0**	**120.0**		
TERM 4					
NR508	Facilitator of Healing: Advanced Modalities	3.0	60.0	BIO500	
NC611	Role of the Holistic Nurse Coach	3.0	45.0	BIO500, NR504, NR601, NR602, NR603	NR508
TOTAL UNITS/HOURS:		**6.0**	**105.0**		
TERM 5					
NC615	Coaching Techniques with Diverse Populations Across the Lifespan	3.0	45.0	NC611	None
NC621	Coaching Process and Holistic Nursing Assessment	3.0	45.0	NC611	NC615
TOTAL UNITS/HOURS:		**6.0**	**90.0**		
TERM 6					
NC626	Transition to Practice for the Integrative and Holistic Nurse Coach	3.0	45.0	NC621	None
NC630	Holistic Nurse Coach Practicum I	3.0	105.0	NC621	NC626
TOTAL UNITS/HOURS:		**6.0**	**150.0**		
TERM 7					
NC635	Holistic Nurse Coach Practicum II and Capstone	3.0	105.0	NC630	None
TOTAL UNITS/HOURS:		**3.0**	**105.0**		
PROGRAM TOTAL:		**40.0**	**780.0**		

BACHELOR OF SCIENCE IN NURSING (RN-TO-BSN COMPLETION OPTION)

Note: PCHS is not accepting applications for this program option at this time

RN-to-BSN Completion Option	
Total Units:	39.0
Total Hours:	735.0
Location:	Online

Educational Purpose

The purpose of the Bachelor of Science in Nursing (RN-to-BSN Completion Option) for Registered Nurses (Holistic Nursing) is to provide the philosophical, professional, educational, and clinical groundwork necessary for nurse leaders of the future emphasizing the awareness of the interconnectedness of self, others, nature, and spirituality. Graduates will be prepared to take one of the AHNCC certification exams (HN-BC or HNB-BC) if they meet the eligibility requirements (www.ahncc.org/certification/holistic-nurse-certifications/).

Program Learning Outcomes

Upon completion of the RN-to-BSN Completion Option Program, the graduates will be able to:

1. Practice within the ethical, legal, and regulatory frameworks of nursing and the standards of professional holistic nursing practice from a theoretical and evidence-based caring-healing framework.
2. Utilize clinical judgment to provide holistic, safe, high-quality, relationship-centered care to all people that reflects an understanding of the human condition and care management across the health-illness continuum.
3. Deliver culturally aware and sensitive compassionate nursing care in all settings that respects individual and other preferences and values, while supporting health, healing, and well-being.
4. Demonstrate accountability and responsibility for creating ethical practice environments that support sustainability of the nursing discipline and the interprofessional healthcare community.
5. Communicate effectively with all members of the interprofessional healthcare team, the individual, and their support network to promote optimal health outcomes.
6. Apply nursing knowledge and skill to conduct a comprehensive and focused holistic health assessment of individuals, families, communities, and populations.
7. Utilize knowledge, skills, and advocacy to influence policy and promote health, wellness, risk reduction, and disease prevention based on social determinants of health for individuals, populations and communities.
8. Provide health teaching and coaching that reflects developmental stage, age, culture, spirituality, individual preferences, environment, and health literacy considerations to foster individual/family/population engagement in their healing.
9. Use critical thinking, research, theory, and evidence-based nursing interventions including complementary/integrative health approaches for persons accessing acute, chronic, restorative, hospice, and palliative care.
10. Demonstrate knowledge and skills with healthcare technologies, including information and communication technologies, and informatics to provide safe high-quality nursing care services to achieve optimal client/patient outcomes.
11. Demonstrate transformational leadership skills to coordinate systems-based resources to provide safe, quality, inclusive, and equitable holistic nursing care to diverse populations.
12. Demonstrate professional accountability and responsibility for healing self, individuals, society, and the planet through self-reflection, self-care and lifelong learning.
13. Demonstrate capacity and resourcefulness for working within states of ambiguity and unknowing in nursing practice, healthcare systems, and the world.

PROFICIENCY CREDIT FOR PRIOR NURSING EDUCATION

Licensed RNs who have earned an associate degree or diploma in nursing from a programmatically accredited (ACEN, NLN CNEA) will be granted 34 credit hours of proficiency credit for prior nursing coursework.

RN-TO-BSN COMPLETION OPTION GENERAL EDUCATION REQUIREMENTS

The Arts and Sciences program oversees the baccalaureate general education requirements.

General Education courses are required for students enrolled in the Bachelor of Science in Nursing (RN-to-BSN Completion Option) to contribute to the development of well-rounded holistic health professionals. General Education courses equip students to navigate the complexities of the human experience, contribute meaningfully to their professions, and engage others responsibly in a dynamic and interconnected world.

A total of 60 credits of general education coursework is required for the degree. Nine of these credits must be taken at Pacific College of Health and Science. The remaining 51 may be transferred in or taken at Pacific College of Health and Science:

- English: 6 credits
- Communication: 6 credits
- Behavioral Sciences (psychology or sociology): 6 credits
- Humanities (3 credits ≥300 level), (philosophy, history, literature, art, religion, music, foreign language, etc.): 6 credits
- Arts and Sciences discipline (6 credits ≥300 level): 27 credits

BACHELOR OF SCIENCE (RN-TO-BSN COMPLETION OPTION) UNITS

	UNITS
Proficiency credit for prior nursing education:	34 units
Nursing courses required to be taken at PCHS:	30 units
General education courses required to be taken at PCHS:	9 units
General education to take or transfer:	51 units
DEGREE TOTAL:	**124 units**

Note that the curriculum plan assumes that the student will transfer 36 general education units. If this is not the case, the program plan will include additional arts and sciences electives in any of the terms.

COURSE LOAD

RN-to-BSN Completion Option students must follow the prescribed curriculum and take two courses per term.

CLINICAL EXPERIENCES

All students will be required to complete clinical learning experiences towards fulfilling the requirements of the RN-to-BSN Completion Option.

To be eligible for RN-to-BSN Completion Option clinicals, proof of the following is required prior to clinical attendance.:

- Active unencumbered Registered Nurse (RN) license or a multi-state RN license covering the state(s) where the clinical experience will take place
- Cleared background check
- Negative 10 panel urine drug screen submitted within 3 months prior to first clinical course (includes Tetrahydrocannabinol [THC] a component of marijuana/ cannabis)
- Personal health insurance
- Professional liability/malpractice insurance ($1,000,000 per occurrence and $3,000,000 in the aggregate)
- Current American Heart Association Basic Life Support certification
- TB status within the last 12 months by submitting one of the options:
  - Negative Two-Step TB skin test OR
  - 2 consecutive negative annual TB skin test OR
  - Negative TB screening blood test. (IGRA, T-Spot, QuantiFERON Gold)
  - Documentation of a previously positive TB screening test or diagnosis of TB or Latent TB Infection with a symptom-free questionnaire and chest x-ray results that rule-out TB.
- Hepatitis B (“HBV/Hep B/HBsAb”): 3 vaccines (series in progress acceptable) OR serological evidence of immunity OR documentation of non-responder status
- Measles, Mumps, and Rubella IgG: Documentation of 2 vaccines (series in progress acceptable) OR serological evidence of immunity to each

- Varicella IgG: Documentation of 2 vaccines (series in progress acceptable) OR serological evidence of immunity
- Tetanus, Diphtheria, and Pertussis (Tdap) vaccine (date must be within 10 years)
- Influenza vaccine (date must be current season, date will depend on time of year)
- Driver's license or state issued identification.
- Physical examination completed within the last 12 months. PCHS Health History/Physical form must be signed by licensed healthcare provider.

Note that clinical sites may have additional compliance requirements including COVID-19 vaccine and booster. Students who are assigned to these sites will need to comply with these requirements to participate in clinical.

All proof must be submitted by the specified due date or the student will be prevented from registering for or withdrawn from the course.

CONDITIONAL RN-TO-BSN COMPLETION OPTION ACCEPTANCE

In some cases, an applicant who has applied for the RN license exam (NCLEX-RN®) will be considered if other admission requirements have been met. Students will have until the end of the first term of enrollment to provide evidence of an active unencumbered RN licensure or will be terminated from the program. Reacceptance is possible once the RN license has been obtained.

BSN (RN-TO-BSN COMPLETION OPTION) COURSES AND COURSE DESCRIPTIONS

In alphabetical order by course code and subject to change.

CODE	COURSE	UNITS	CRED HRS	PREREQ
BIO300	Pathophysiology	3.0	45.0	BIO210*, BIO210L*, BIO315*, BIO315L*
BIO400	Psychoneuroimmunology	3.0	45.0	None
MA320	Statistical Reasoning	3.0	45.0	None
NR306	Transition to Holistic Nursing	4.0	60.0	None
NR308	Facilitator of Healing I: Role	4.0	90.0	None
NR320	Evidence Based Practice	3.0	45.0	MA320, NR310*
NR354	Holistic Health Assessment	4.0	75.0	BIO210*, BIO315*, NUT208*
NR404	Community Health Nursing	6.0	180.0	NR410*, NR412*
NR405	Leadership in the Delivery of Healthcare	3.0	45.0	None
NR408	Facilitator of Healing II: Modalities	3.0	60.0	NR308
NR452	Pharmacology	3.0	45.0	BIO300, NR354#
TTS101	Technology Training for Online Students	0.0	0.0	None

* Prerequisite achieved through proficiency credit for prior nursing education

Course required but not as prerequisite for Bachelor of Science in Nursing (RN-to-BSN Completion Option)

BIO300
PATHOPHYSIOLOGY

Units: 3 didactic
Hours: 45 academic
Prerequisite: BIO210*, BIO210L*, BIO315*, BIO315L*
Concurrent: None
Location: Online

Pathophysiology builds on previous information learned in human anatomy and physiology. This course presents changes in normal physiology that lead to disease. Diagnostic tests, including, but not limited to, laboratory testing will be discussed. The course presents the description, etiology, pathologic process, signs, symptoms, and complications of many common diseases.

* Prerequisite achieved through proficiency credit for prior nursing education.

BIO400
PSYCHONEUROIMMUNOLOGY

Units: 3 didactic
Hours: 45 academic
Prerequisite: None
Concurrent: None
Location: Online

This course introduces the intersection of psychology, neuroscience, and immunology. It emphasizes how our mental states, neural processes, and immune responses interact and influence each other. The focus is on the fundamental concepts of psychoneuroimmunology (PNI), which examines how stress, emotions, and other psychological factors can impact immune function. Furthermore, it explores how the activity of the immune system can affect the brain and behavior. Insights will be gained on how stress and mental health can influence physical health and disease outcomes.

MA320
STATISTICAL REASONING

Units: 3 didactic
Hours: 45 academic
Prerequisite: None
Concurrent: None
Location: Online

The course is an introductory course designed to provide the essential concepts and methods for critically evaluating research literature. It covers key topics such as probability, random variables, multivariate distributions, the central limit theorem, and statistical inference, together providing the skills for effective data analysis. This course aims to cultivate students' research literacy, developing the skills to articulate and substantiate research concepts, laying the groundwork for evidence-based decision-making.

NR306
TRANSITION TO HOLISTIC NURSING

Units: 4 didactic
Hours: 60 academic
Prerequisite: None
Concurrent: None
Location: Online

This course builds on the student's nursing professional practice to incorporate holistic nursing paradigm and framework as a baccalaureate-prepared nurse. Concepts in the course include professional nursing standards, ethical comportment, and holistic nursing philosophy, theory, and historical perspectives. Students apply the course concepts using a variety of learning activities that address competencies for baccalaureate-prepared nursing practice.

NR308
FACILITATOR OF HEALING I: ROLE

Units: 3 didactic, 1.0 clinical (4.0 total)
Hours: 90 academic
Prerequisite: None
Concurrent: NR305*
Location: Online

Nurses themselves must go through an emerging process of self-assessment, self-responsibility, and self-healing in order to practice holistically. This course focuses on the student's personal growth and development and the role of the holistic nurse. Concepts of self, caring, reflection, connecting with the healing power, balance, and transforming one's personal pattern are explored. Emphasis is placed on the role of the holistic nurse as communicator, partner, and facilitator of healing. This course includes 45 hours of clinical.

* Concurrent achieved through proficiency credit for prior nursing education.

NR320
EVIDENCE BASED PRACTICE

Units: 3 didactic
Hours: 45 academic
Prerequisite: MA320, NR310*
Concurrent: None
Location: Online

This course focuses on the student's development of beginning competencies necessary for knowledgeable research utilization, including information literacy skills, critical evaluation/critique of published research, and application of research findings to nursing practice. Learning topics include interrelationships of the concepts pertaining to research, evidence-based practice, and clinical practice guidelines. Learning activities will include application of evidence-based nursing models and examination of the levels of evidence to promote clinical best practices for nurse-driven patient care outcomes in healthcare settings.

* Prerequisite achieved through proficiency credit for prior nursing education.

NR354
HOLISTIC HEALTH ASSESSMENT

Units: 3 didactic, 1 lab (4 total)
Hours: 75 academic
Prerequisite: BIO210*, BIO315*, NUT208*
Concurrent: BIO300#, NR308#
Location: Online

This course is designed to develop the student's proficiency in conducting comprehensive holistic health assessments of individuals from across the lifespan. Content and laboratory experiences provide opportunities to demonstrate holistic nursing care practices and therapeutic communication skills in performing patient health history interviews and physical examination techniques. Influences of genetic and social determinants of health are considered to inform findings from the holistic comprehensive health assessments. This course includes 30 hours of lab.

* Prerequisite achieved through proficiency credit for prior nursing education.

Course required but not as concurrent for Bachelor of Science in Nursing (RN-to-BSN Completion Option).

NR404
COMMUNITY HEALTH NURSING

Units: 3 didactic, 3 clinical (6 total)
Hours: 180 academic
Prerequisite: NR410*, NR412*
Concurrent: None
Location: Didactic online, Clinical in a community setting

This course is designed to develop the student's competency in providing professional, safe, evidence-based, holistic, and relationship-centered nursing care for patient populations and communities. Concepts include wellness, health promotion, disease prevention, health education, and case management to protect and enhance population/community health. Epidemiology, health policy and equity, advocacy, environmental health, global health, and well-being of the ecosystem are considered in community health planning. Experiential learning (direct, indirect, and simulation) in a variety of community-based settings provides the student opportunities to care for diverse populations and assess the "community as client" in developing a project to meet an identified community need. This course includes 135 hours of clinical, some of which may be completed in simulation or other experiential learning activities.

* Prerequisite achieved through proficiency credit for prior nursing education.

NR405
LEADERSHIP IN THE DELIVERY OF HEALTHCARE

Units: 3 didactic
Hours: 45 academic
Prerequisite: None
Concurrent: NR404#
Location: Online

This course focuses on the application and synthesis of leadership and management principles in developing effective nursing care to groups of clients/patients as a team member within the healthcare system. Models and frameworks related to leadership and management functions are examined in the context of organizational culture and environments. Financial and economic implications, along with ethical and legal aspects of nursing practice, are analyzed within various healthcare delivery systems.

Course required but not as concurrent for Bachelor of Science in Nursing (RN-to-BSN Completion Option).

NR408
FACILITATOR OF HEALING II: MODALITIES

Units: 2 didactic, 1 lab (3 total)
Hours: 60 academic
Prerequisite: NR308
Concurrent: NR310*, NR452#
Location: Online

This course focuses on select (conventional and alternative, complementary, integrative) caring healing modalities used in holistic nursing. The philosophical caring-healing framework, the concept of empowerment, and a variety of holistic modalities for healing and wellness are explored. Experiential activities and exercises will give the student hands-on experience with the healing modalities. Current research in the field is discussed. This course includes 30 hours of lab.

* Concurrent achieved through proficiency credit for prior nursing education.

Course required but not as concurrent for Bachelor of Science in Nursing (RN-to-BSN Completion Option).

NR452
PHARMACOLOGY

Units: 3 didactic
Hours: 45 academic
Prerequisite: BIO300, NR354#
Concurrent: None
Location: Online

This course is designed to develop the student's proficiency in safe delivery of pharmacotherapeutic interventions for individuals across the lifespan using holistic nursing and Complementary and Integrative Health Approaches (CIHA). Concepts for application include medication safety, holistic assessment, ethical-legal aspects, cultural awareness, use of evidence, and life-span considerations. Select classifications of commonly used and representative drugs as well as herbal medicines and supplements are examined.

Course required but not as prerequisite for Bachelor of Science in Nursing (RN-to-BSN Completion Option).

TTS101
TECHNOLOGY TRAINING FOR ONLINE STUDENTS

Units: 0 didactic
Hours: 0 academic
Prerequisite: None
Concurrent: None
Location: Online

This course introduces the online services of Pacific College of Health and Science and Moodle or BlackBoard, the learning management system. The learning modules cover common activities used for the online portions of your courses. The modules show the various types of activities and resources found in courses and information needed to complete class activities and assignments.

RN-TO-BSN COMPLETION OPTION ELECTIVE OPTIONS

Elective courses are subject to availability. Partial list of elective options below.

CODE	COURSE	UNITS	CRED HRS	PREREQ
ARTS AND SCIENCES				
COM102	Therapeutic Communication in Healthcare	3.0	45.0	None
COM202	Communication in the Digital World – Healthcare Technology	3.0	45.0	None
ENG201	Writing for Healthcare Professionals	3.0	45.0	ENG101
HUM100	Introduction to Humanities	3.0	45.0	None
HUM400	Global Philosophy: Eastern and Western Traditions	3.0	45.0	None
NUT208	Nutrition	3.0	45.0	None
PSY101	General Psychology	3.0	45.0	None
PSY201	Lifespan Development	3.0	45.0	None
SOC101	Introduction to Sociology	3.0	45.0	None
SOC201	Healthcare Policy, Social Justice, and Ethics	3.0	45.0	None
SOC400*	Sociology of Health and Well-Being	3.0	45.0	None

* Prerequisite achieved through proficiency credit for prior nursing education

#Course required but not as prerequisite for Bachelor of Science in Nursing (RN-to-BSN Completion Option)

RN-TO-BSN COMPLETION OPTION PART-TIME CURRICULUM, ONLINE

Subject to change. Clinicals are in student's locale/community.

CODE	COURSE	UNITS	CRED HRS	PREREQ
TERM 1				
TTS101	Technology Training for Online Students	0.0	0.0	None
NR306	Transition to Holistic Nursing	4.0	60.0	None
MA320	Statistical Reasoning	3.0	45.0	None
TOTAL UNITS/HOURS:		**7.0**	**105.0**	
TERM 2				
NR308	Facilitator of Healing I: Role	4.0	90.0	None
BIO300	Pathophysiology	3.0	45.0	BIO210*, BIO210L*, BIO315*, BIO315L*
TOTAL UNITS/HOURS:		**7.0**	**135.0**	
TERM 3				
NR408	Facilitator of Healing II: Modalities	3.0	60.0	NR308
BIO400	Psychoneuroimmunology	3.0	45.0	None
TOTAL UNITS/HOURS:		**6.0**	**105.0**	
TERM 4				
NR452	Pharmacology	3.0	45.0	BIO300, NR354#
NR354	Holistic Health Assessment	4.0	75.0	BIO210*, BIO315*, NUT208*
TOTAL UNITS/HOURS:		**6.0**	**120.0**	
TERM 5				
NR320	Evidence Based Practice	3.0	45.0	MA320, NR310*
NR405	Leadership in the Delivery of Healthcare	3.0	45.0	None
TOTAL UNITS/HOURS:		**6.0**	**90.0**	
TERM 6				
NR404	Community Health Nursing	6.0	180.0	NR410*, NR412*
	Arts and Sciences Elective	3.0	45.0	-
TOTAL UNITS/HOURS:		**9.0**	**225.0**	
TERM 7				
	Arts and Sciences Elective	3.0	45.0	
	Arts and Sciences Elective	3.0	45.0	
TOTAL UNITS/HOURS:		**6.0**	**90.0**	
TERM 8				
	Arts and Sciences Elective	3.0	45.0	
	Arts and Sciences Elective	3.0	45.0	
TOTAL UNITS/HOURS:		**6.0**	**90.0**	
TOTAL UNITS/HOURS:		**54.0**	**960.0**	

* Prerequisite achieved through proficiency credit for prior nursing education

#Course required but not as prerequisite for Bachelor of Science in Nursing (RN-to-BSN Completion Option)

BACHELOR OF SCIENCE IN NURSING (PRELICENSURE OPTION)

BSN (prelicensure option)	
Total Credits::	124
Total Hours:	2,505
Location:	New York

Educational Purpose

The baccalaureate degree is the established criteria for the educational preparation of professional nurses. The Bachelor of Science in Nursing (Prelicensure Option) provides the philosophical, professional, educational, and clinical groundwork necessary for nurses of the future. The upper division curriculum builds upon a foundation of general education in the liberal arts, humanities, physical, biological, social, and behavioral sciences. Nursing content and experiences at the upper division emphasize the development of clinical judgment, so that the program graduate can provide entry-level safe and effective evidence-based nursing care as a member of an interprofessional healthcare team. The program uses a framework of holistic and integrative nursing practice with a focus on patient- and relationship-centered care and provides clinical experiences with individuals, families, population groups, and communities across a range of healthcare settings.

PROGRAM LEARNING OUTCOMES

1. Practice within the ethical, legal, and regulatory frameworks of nursing and the standards of professional holistic nursing practice from a theoretical and evidence-based caring-healing framework.
2. Utilize clinical judgment to provide holistic, safe, high-quality, relationship-centered care to all people that reflects an understanding of the human condition and care management across the health-illness continuum.
3. Deliver culturally aware and sensitive compassionate nursing care in all settings that respects individual and other preferences and values, while supporting health, healing, and well-being.
4. Demonstrate accountability and responsibility for creating ethical practice environments that support sustainability of the nursing discipline and the interprofessional healthcare community.
5. Communicate effectively with all members of the interprofessional healthcare team, the individual, and their support network to promote optimal health outcomes.
6. Apply nursing knowledge and skill to conduct a comprehensive and focused holistic health assessment of individuals, families, communities, and populations.
7. Utilize knowledge, skills, and advocacy to influence policy and promote health, wellness, risk reduction, and disease prevention based on social determinants of health for individuals, populations, and communities.
8. Provide health teaching and coaching that reflects developmental stage, age, culture, spirituality, individual preferences, environment, and health literacy considerations to foster individual/family/population engagement in their healing.
9. Use critical thinking, research, theory, and evidence-based nursing interventions including complementary/integrative health approaches for persons accessing acute, chronic, restorative, hospice, and palliative care.
10. Demonstrate knowledge and skills with healthcare technologies, including information and communication technologies, and informatics to provide safe high-quality nursing care services to achieve optimal client/patient outcomes.
11. Demonstrate transformational leadership skills to coordinate systems-based resources to provide safe, quality, inclusive, and equitable holistic nursing care to diverse populations.
12. Demonstrate professional accountability and responsibility for healing self, individuals, society, and the planet through self-reflection, self-care, and lifelong learning.
13. Demonstrate capacity and resourcefulness for working within states of ambiguity and unknowing in nursing practice, healthcare systems, and the world.

BSN (PRELICENSURE OPTION) COURSES AND COURSE DESCRIPTIONS

GENERAL EDUCATION COURSES

The Arts and Sciences program oversees the baccalaureate general education requirements. General Education courses are required for students enrolled in the Bachelor of Science in Nursing (Prelicensure Option) to contribute to the development of well-rounded holistic health professionals. General Education courses equip students to navigate the complexities of the human experience, contribute meaningfully to their professions, and engage others responsibly in a dynamic and interconnected world.

All General Education courses must be completed (except BIO300: Pathophysiology and BIO Psychoneuroimmunology) before a student may take any nursing (NR) courses.

A total of 60 credits of general education coursework is required for the degree. The following courses are required and may be transferred (except for BIO 300: Pathophysiology and BIO400: Psychoneuroimmunology, which must be taken at Pacific College of Health and Science):

CODE	COURSE	UNITS
BIO110	Human Anatomy and Physiology I	3.0
BIO110L	Human Anatomy and Physiology I Lab	1.0
BIO210	Human Anatomy and Physiology II	3.0
BIO210L	Human Anatomy and Physiology II Lab	1.0
BIO300	Pathophysiology	3.0
BIO315	Microbiology	3.0
BIO315L	Microbiology Lab	1.0
BIO400	Psychoneuroimmunology	3.0
MA320	Statistical Reasoning	3.0
NUT208	Nutrition	3.0
PSY201	Lifespan Development	3.0

Additionally, the following allocation of course credits is required and may be transferred for the degree:

- English: 6 credits
- Communications: 6 credits
- Psychology: 3 credits
- Sociology: 6 credits
- Humanities (philosophy, history, literature, art, religion, music, foreign language, etc.):
  - 6 credits
  - 3 credits (≥300 level)
- Arts and Sciences elective (any discipline): 3 credits (≥300 level)

In alphabetical order by course code and subject to change

CODE	COURSE	UNITS	CRED HRS	PREREQ	CONCUR
BIO110	Human Anatomy and Physiology I	3.0	45.0	None	BIO110L
BIO110L	Human Anatomy and Physiology I Lab	1.0	30.0	None	BIO110
BIO210	Human Anatomy and Physiology II	3.0	45.0	BIO110	BIO210L
BIO210L	Human Anatomy and Physiology II Lab	1.0	30.0	BIO110L	BIO210
BIO300	Pathophysiology	3.0	45.0	BIO210, BIO210L, BIO315, BIO315L	None
BIO315	Microbiology	3.0	45.0	None	BIO315L
BIO315L	Microbiology Lab	1.0	30.0	None	BIO315
BIO400	Psychoneuroimmunology	3.0	45.0	None	None
COM102	Therapeutic Communication in Healthcare	3.0	45.0	None	None
COM202	Communication in the Digital World – Healthcare Technology	3.0	45.0	None	None
ENG101	English Composition I	3.0	45.0	None	None
ENG201	Writing for Healthcare Professionals	3.0	45.0	ENG101	None
HUM100	Introduction to Humanities	3.0	45.0	None	None
HUM400	Global Philosophy: Eastern and Western Traditions	3.0	45.0	None	None
MA102	College Algebra	3.0	45.0	None	None
MA320	Statistical Reasoning	3.0	45.0	None	None
NUT208	Nutrition	3.0	45.0	None	None
PSY101	General Psychology	3.0	45.0	None	None
PSY201	Lifespan Development	3.0	45.0	None	None
SOC101	Introduction to Sociology	3.0	45.0	None	None
SOC201	Healthcare Policy, Social Justice, and Ethics	3.0	45.0	None	None
SOC400	Sociology of Health and Well-Being	3.0	45.0	None	None
TTS101	Technology Training for Online Students	0.0	0.0	None	None

BIO110

HUMAN ANATOMY AND PHYSIOLOGY I

Units: 3 didactic
Hours: 45 academic
Prerequisite: None
Concurrent: BIO110L
Location: Online

This course explores the structure and function of the human body. It is the first of a two-course series. The course focuses on specific human body systems at the molecular, cellular, tissue, organ, and organ system levels, and emphasizes the interdependency and interrelationships between these systems to maintain homeostasis.

BIO110L

HUMAN ANATOMY AND PHYSIOLOGY I LAB

Units: 1 lab
Hours: 30 academic
Prerequisite: None
Concurrent: BIO110
Location: New York

This is the laboratory course to apply the knowledge learned in BIO110 Anatomy & Physiology I. The assignments will involve physically and virtually identifying structures at the molecular, cellular, tissue, organ, and organ system levels for selected human body systems. The demonstrations and assignments will also cover how certain human body systems and their molecular, cellular, tissue, organ, and organ system components interact to maintain homeostasis.

BIO210
HUMAN ANATOMY AND PHYSIOLOGY II

Units: 3 didactic
Hours: 45 academic
Prerequisite: BIO110
Concurrent: BIO210L
Location: Online

This course explores the structure and function of the human body. It is the second of a two-course series. The course focuses on specific human body systems at the molecular, cellular, tissue, organ, and organ system levels, and emphasizes the interdependency and interrelationships between these systems to maintain homeostasis.

BIO210L
HUMAN ANATOMY AND PHYSIOLOGY II LAB

Units: 1 lab
Hours: 30 academic
Prerequisite: BIO110L
Concurrent: BIO210
Location: New York

This is the laboratory course to apply the knowledge learned in BIO210 Anatomy & Physiology I. The assignments will involve physically and virtually identifying structures at the molecular, cellular, tissue, organ, and organ system levels for selected human body systems. The demonstrations and assignments will also cover how certain human body systems, and their molecular, cellular, tissue, organ, and organ system components interact to maintain homeostasis.

BIO300
PATHOPHYSIOLOGY

Units: 3 didactic
Hours: 45 academic
Prerequisite: BIO210, BIO210L, BIO315, BIO315L
Concurrent: None
Location: Online

Pathophysiology builds on previous information learned in human anatomy and physiology. This course presents changes in normal physiology that lead to disease. Diagnostic tests, including but not limited to laboratory testing, will be discussed. The course presents the description, etiology, pathologic process, signs, symptoms, and complications of many common diseases.

BIO315
MICROBIOLOGY

Units: 3 didactic
Hours: 45 academic
Prerequisite: None
Concurrent: BIO315L
Location: Online

This course introduces the concepts of microbiology with an emphasis on its role in health and healthcare. This course focuses on the nature of microbial organisms and offers a comprehensive survey of infectious diseases of humans, with major emphasis on the biology of the infectious process. Important infectious pathogenic agents (bacteria, viruses, protozoa) are studied in terms of their physiological functions and the properties which permit them to be pathogens. The epidemiology and pathogenesis of infections, analysis of the dynamic interactions between invading organisms and the defense mechanisms of the invaded hosts, clinical pictures of the disease states, and prevention of infection are explored.

BIO315L
MICROBIOLOGY LAB

Units: 1 lab
Hours: 30 academic
Prerequisite: None
Concurrent: BIO315
Location: New York

This is the laboratory course to apply the knowledge learned in BIO215 Microbiology. The assignments will involve applying fundamental techniques of identifying, cultivating, and containing microorganisms.

BIO400
PSYCHONEUROIMMUNOLOGY

Units: 3 didactic
Hours: 45 academic
Prerequisite: None
Concurrent: None
Location: Online

This course introduces the intersection of psychology, neuroscience, and immunology. It emphasizes how our mental states, neural processes, and immune responses interact and influence each other. The focus is on the fundamental concepts of psychoneuroimmunology (PNI), which examines how stress, emotions, and other psychological factors can impact immune function. Furthermore, it explores how the activity of the immune system can affect the brain and behavior. Insights will be gained on how stress and mental health can influence physical health and disease outcomes.

COM102
THERAPEUTIC COMMUNICATION IN HEALTHCARE

Units: 3 didactic
Hours: 45 academic
Prerequisite: None
Concurrent: None
Location: Online

This course emphasizes professional communication skills essential for healthcare providers in the provision of safe quality care. Caring language used in all verbal, non-verbal, and written communication supports authentic human connection and caring-healing environments. Students will learn how to develop therapeutic communication and relationship skills based on a relationship-centered care approach and the four therapeutic practices of presence/attuning, wondering, following, and holding. Consistent caring-healing communication and these four core competencies ensure healthy interprofessional team relationships and improved patient care outcomes with diverse populations across the lifespan.

COM202
COMMUNICATION IN THE DIGITAL WORLD/HEALTHCARE TECHNOLOGY

Units: 3 didactic
Hours: 45 academic
Prerequisite: None
Concurrent: None
Location: Online

This course focuses on the field of health communication in the digital world and the practical applications of informatics. Students will examine technology's role in the delivery, management and analysis of healthcare and learn theories of interprofessional and mass communication related to topics like cybersecurity and HIPAA compliance. Students will be given the tools to practice clear, purposeful, caring, and compassionate communication across different platforms to improve provider-patient interactions and interdisciplinary team communication.

ENG101
ENGLISH COMPOSITION I

Units: 3 didactic
Hours: 45 academic
Prerequisite: None
Concurrent: None
Location: Online

This course develops written communication skills through analyzing reading passages, understanding rhetorical forms and proper style, and producing organized, grammatical, and effective writing.

ENG201
WRITING FOR HEALTHCARE PROFESSIONALS

Units: 3 didactic
Hours: 45 academic
Prerequisite: ENG101
Concurrent: None
Location: Online

This course is designed to introduce students to the scientific and information literacy used daily in healthcare professions. This writing course focuses on necessary mechanics and writing skills, and students will learn how to interpret and discuss scientific and academic articles and resources. There will be an emphasis on the use of APA format, finding/using educational and library resources, and analytical thinking in practical applications for writing a scholarly paper. There will be multiple opportunities for revision; prior knowledge of medical terminology is beneficial.

HUM100
INTRODUCTION TO HUMANITIES

Units: 3 didactic
Hours: 45 academic
Prerequisite: None
Concurrent: None
Location: Online

This course emphasizes how the humanities illuminate the essence of our cultures, values, and perceptions of the human condition. Through this exploration, students will gain a deeper understanding of the humanities' vital role in shaping individual and collective experiences across time and place. By the end of this course, students develop a richer appreciation for the diverse expressions of human thought and creativity and an enhanced understanding of how the humanities critically inform and enrich our approach to holistic health and the sciences.

HUM400
GLOBAL PHILOSOPHY: EASTERN AND WESTERN TRADITIONS

Units: 3 didactic
Hours: 45 academic
Prerequisite: None
Concurrent: None
Location: Online

Global Philosophy: Eastern and Western Traditions examines the fundamental questions, methodologies, and contributions of both Eastern and Western philosophical traditions. Through a comparative and integrative approach, students will delve into the essence of human thought across Eastern and Western traditions to examine how these diverse philosophies address the nature of reality, knowledge, morality, and well-being.

MA102
COLLEGE ALGEBRA

Units: 3 didactic
Hours: 45 academic
Prerequisite: None
Concurrent: None
Location: Online

This course provides a working knowledge of college-level algebra and its applications. Emphasis is on solving linear and quadratic equations, word problems, and polynomial, rational and radical equations and applications. Students perform operations on real numbers and polynomials, and simplify algebraic, rational, and radical expressions. Arithmetic and geometric sequences are examined, and linear equations and inequalities are discussed. Students learn to graph linear, quadratic, absolute value, and piecewise-defined functions, and solve and graph exponential and logarithmic equations. Other topics include solving applications using linear systems and evaluating and finding partial sums of a series.

MA320
STATISTICAL REASONING

Units: 3 didactic
Hours: 45 academic
Prerequisite: None
Concurrent: None
Location: Online

The course is an introductory course designed to provide the essential concepts and methods for critically evaluating research literature. It covers key topics such as probability, random variables, multivariate distributions, the central limit theorem and statistical inference, together providing the skills for effective data analysis. This course aims to cultivate students' research literacy, developing the skills to articulate and substantiate research concepts, laying the groundwork for evidence-based decision-making.

NUT208
NUTRITION

Units: 3 didactic
Hours: 45 academic
Prerequisite: None
Concurrent: None
Location: Online

Nutrition focuses on the integral role that nutrition plays in promoting health and preventing diseases, exploring the intersection of nutrition with public health and medical therapy. Students will gain a deep understanding of how nutrition influences health outcomes and the design of effective nutrition services for diverse communities.

PSY101
GENERAL PSYCHOLOGY

Units: 3 didactic
Hours: 45 academic
Prerequisite: None
Concurrent: None
Location: Online

This is a foundational course that provides students with a broad overview of psychological principles, theories, and research methodologies. The course will cover various topics, including human development, the biology of behavior, sensation, and perception, learning and memory, intelligence, personality, and psychological disorders. Students will think critically about psychological research and its application to everyday life. This course offers insights into the workings of the human mind and behavior, establishing a basis for a practical understanding of human interactions.

PSY201
LIFESPAN DEVELOPMENT

Units: 3 didactic
Hours: 45 academic
Prerequisite: None
Concurrent: None
Location: Online

This course is a survey of human development from conception to end-of-life with emphasis on the physical, cognitive, emotional, social, and spiritual characteristics of individuals in Western cultures and beyond. Students will review the theories, stages and life cycles of human development and the internal and external relationships and connections that allow these elements to thrive.

SOC101
INTRODUCTION TO SOCIOLOGY

Units: 3 didactic
Hours: 45 academic
Prerequisite: None
Concurrent: None
Location: Online

This course introduces the fundamental aspects of social structures, cultural dynamics, socialization processes, and the roles and norms that shape human interaction and society. Throughout the semester, students will develop a sociological perspective and an understanding of how individual lives are influenced by broader social and cultural contexts. This course lays the groundwork for informed engagement with social issues and prepares students to be responsible global citizens.

SOC201
HEALTHCARE POLICY, SOCIAL JUSTICE, AND ETHICS

Units: 3 didactic
Hours: 45 academic
Prerequisite: None
Concurrent: None
Location: Online

This course focuses on the concepts of justice and ethics and their application to domestic policy related to health and healthcare. Students will discuss the competing ethical frameworks and theories of justice on topics like patient's rights, clinical practice and research, bioethics, equity in healthcare and professional moral codes. There will be a focus on how domestic health policies are developed, reformed, and implemented based on advocacy, allyship, local and federal governments, and resources. Students should gain a better understanding of their own perspective on the ethical and moral considerations of themselves, their patients, institutions, and the local and global community.

SOC400
SOCIOLOGY OF HEALTH AND WELL-BEING

Units: 3 didactic
Hours: 45 academic
Prerequisite: None
Concurrent: None
Location: Online

Sociology of Health and Well-being is an interdisciplinary course blending sociology, philosophy, and cultural analysis to explore the complex nature of well-being. By integrating philosophical perspectives with sociological research, the course examines the subjective and objective components of well-being to broaden students' understanding beyond conventional metrics of social health to include personal feelings of happiness and fulfillment. This comprehensive approach is designed to arm students with the critical thinking and analytical skills needed to engage in the broader discourse on health, happiness, and the societal factors that influence them.

TTS101
TECHNOLOGY TRAINING FOR ONLINE STUDENTS

Units: 0 didactic
Hours: 0 academic
Prerequisite: None
Concurrent: None
Location: Online

This course introduces the online services of Pacific College of Health and Science and Moodle or BlackBoard, the learning management system. The learning modules cover common activities used for the online portions of your courses. The modules show the various types of activities and resources found in courses and information needed to complete class activities and assignments.

NURSING MAJOR COURSES

In alphabetical order by course code and subject to change.

CODE	COURSE	UNITS	CRED HRS	PREREQ	CONCUR
NR305	Foundations of Professional and Holistic Nursing	3.0	45.0	All Gen Ed	None
NR308	Facilitator of Healing I: Role	4.0	90.0	None	NR305
NR310	Essentials of Nursing Practice	7.0	195.0	BIO300, NR305, NR308, NR354	NR452
NR312	Holistic Caring for Adults I	6.0	180.0	NR310, NR452	None
NR314	Holistic Caring for Families	5.0	135.0	NR310, NR452	None
NR320	Evidence Based Practice	3.0	45.0	MA320, NR310	None
NR354	Holistic Health Assessment	4.0	75.0	BIO210, BIO315, NUT208	BIO300, NR308
NR400	Issues and Trends in Professional Nursing Healthcare	3.0	45.0	None	None
NR404	Community Health Nursing	6.0	180.0	NR410, NR412	None
NR405	Leadership in the Delivery of Healthcare	3.0	45.0	None	NR404
NR408	Facilitator of Healing II: Modalities	3.0	60.0	NR308	NR310, NR452
NR410	Holistic Mental Health and Wellness Nursing	5.0	135.0	NR312, NR314	None
NR412	Holistic Caring for Adults II	6.0	180.0	NR312, NR314	None
NR425	Senior Seminar and Practicum	3.0	135.0	NR410, NR412	NR404
NR452	Pharmacology	3.0	45.0	BIO300, NR354	None

NR305
FOUNDATIONS OF PROFESSIONAL AND HOLISTIC NURSING

Units: 3 didactic
Hours: 45 academic
Prerequisite: All Gen Ed except BIO300, BIO400
Concurrent: None
Location: Online

This course focuses on the student's development of nursing practice professional identity within the holistic nursing paradigm and framework. Concepts in the course include professional nursing standards, ethical guidelines, historical perspectives in nursing, as well as underpinnings of nursing theory, with emphasis on holistic nursing philosophy. Students apply the course concepts using a variety of learning activities that address entry-level competencies for professional nurse practice.

NR308
FACILITATOR OF HEALING I: ROLE

Units: 3 didactic, 1.0 clinical (4.0 total)
Hours: 90 academic
Prerequisite: None
Concurrent: NR305
Location: Online

Nurses themselves must go through an emerging process of self-assessment, self-responsibility, and self-healing in order to practice holistically. This course focuses on the student's personal growth and development and the role of the holistic nurse. Concepts of self, caring, reflection, connecting with the healing power, balance, and transforming one's personal pattern are explored. Emphasis is placed on the role of the holistic nurse as communicator, partner, and facilitator of healing. This course includes 45 hours of clinical.

NR310
ESSENTIALS OF NURSING PRACTICE

Units: 3 didactic, 2 lab, 2 clinical (7 total)
Hours: 195 academic
Prerequisite: BIO300, NR305, NR308, NR354
Concurrent: NR452
Location: New York

This course will enable students to implement foundational nursing concepts and skills in developing clinical judgment for safe, quality, holistic, relationship-centered nursing care in diverse healthcare settings. Learning topics include professional values within a legal/ethical framework for nursing, nursing process as a solution-seeking approach to the provision of professional nursing practice, and sustainable caring-healing practice through caring for self, colleagues, patients, and families. Experiential learning in the laboratory, simulation, and direct patient care environments provide the student opportunities to acquire foundational nursing competencies and to further develop identity formation for professional and holistic nursing practice. This course includes 60 hours of lab and 90 hours of clinical.

NR312
HOLISTIC CARING FOR ADULTS I

Units: 3 didactic, 3 clinical (6 total)
Hours: 180 academic
Prerequisite: NR310, NR452
Concurrent: None
Location: New York

This course focuses on the application of holistic nursing practices and a concept-based approach for professional, safe, evidence-based, holistic, and relationship-centered nursing care of adults experiencing health alternations. Concepts from nursing foundations and essentials, health assessment, pathophysiology, pharmacology, and psychoneuroimmunology are integrated. Principles of wellness, health promotion, and illness prevention for adults are implemented. Experiential learning during patient care situations (direct, indirect, and simulation) provides the student opportunities to demonstrate professional holistic nursing care practices in promoting effective patient care outcomes, develop clinical judgment competencies, work in collaboration with interdisciplinary healthcare professionals, and practice nursing roles in forming professional identity. This course includes 135 hours of clinical, some of which will be completed in simulation.

NR314
HOLISTIC CARING FOR FAMILIES

Units: 3 didactic, 2 clinical (5 total)
Hours: 135 academic
Prerequisite: NR310, NR452
Concurrent: None
Location: New York

This course is designed to develop the student's competency in providing professional, safe, evidence-based, holistic, and relationship-centered nursing care for families at all levels of prevention across practice settings. Concepts of family, human growth and development, health promotion, wellness, and the illness states of an expansive definition of childbearing families are applied. Experiential learning activities during patient care situations (direct, indirect, and simulation) provide the student opportunities to demonstrate holistic nursing approaches and evidence-informed care of women, newborns, infants, children, adolescents, and families. Collaboration with families and inter-professional teams is emphasized to promote quality outcomes and a culture of safety and well-being. This course includes 90 hours of clinical, some of which will be completed in simulation.

NR320
EVIDENCE BASED PRACTICE

Units: 3 didactic
Hours: 45 academic
Prerequisite: MA320, NR310
Concurrent: None
Location: Online

This course focuses on the student's development of beginning competencies necessary for knowledgeable research utilization including information literacy skills, critical evaluation/critique of published research, and application of research findings to nursing practice. Learning topics include interrelationships of the concepts pertaining to research, evidence-based practice, and clinical practice guidelines. Learning activities will include application of evidence-based nursing models and examination of the levels of evidence to promote clinical best practices for nurse-driven patient care outcomes in healthcare settings.

NR354
HOLISTIC HEALTH ASSESSMENT

Units: 3 didactic, 1 lab (4 total)
Hours: 75 academic
Prerequisite: BIO210, BIO315, NUT208
Concurrent: BIO300, NR308
Location: Online

This course is designed to develop the student's proficiency in conducting comprehensive holistic health assessments of individuals from across the lifespan. Content and laboratory experiences provide opportunities to demonstrate holistic nursing care practices and therapeutic communication skills in performing patient health history interviews and physical examination techniques. Influences of genetic and social determinants of health are considered to inform findings from the holistic comprehensive health assessments. This course includes 30 hours of lab.

NR400
ISSUES AND TRENDS IN PROFESSIONAL NURSING AND HEALTHCARE

Units: 3 didactic
Hours: 45 academic
Prerequisite: None
Concurrent: None
Location: Online

Nursing is a learned, valued, and trusted profession. This course explores the historical development of nursing to understand professional roles and the image of nursing in today's society. Trends and issues in education and practice, professional status, ethical and legal aspects of nursing practice, and the changing role of the nurse are discussed. Societal, health, political, economic, and consumer factors shaping the present and emerging health system, as well as professional nursing, are defined and evaluated.

NR404
COMMUNITY HEALTH NURSING

Units: 3 didactic, 3 clinical (6 total)
Hours: 180 academic
Prerequisite: NR410, NR412
Concurrent: None
Location: New York

This course is designed to develop the student's competency in providing professional, safe, evidence-based, holistic, and relationship-centered nursing care for patient populations and communities. Concepts include wellness, health promotion, disease prevention, health education, and case management to protect and enhance population/community health. Epidemiology, health policy and equity, advocacy, environmental health, global health, and well-being of the ecosystem are considered in community health planning. Experiential learning (direct, indirect, and simulation) in a variety of community-based settings provides the student opportunities to care for diverse populations and assess the "community as client" in developing a project to meet an identified community need. This course includes 135 hours of clinical, some of which may be completed in simulation or other experiential learning activities.

NR405
LEADERSHIP IN THE DELIVERY OF HEALTHCARE

Units: 3 didactic
Hours: 45 academic
Prerequisite: None
Concurrent: NR404
Location: Online

This course focuses on the application and synthesis of leadership and management principles in developing effective nursing care to groups of clients/patients as a team member within the healthcare system. Models and frameworks related to leadership and management functions are examined in the context of organizational culture and environments. Financial and economic implications, along with ethical and legal aspects of nursing practice, are analyzed within various healthcare delivery systems.

NR408
FACILITATOR OF HEALING II: MODALITIES

Units: 2 didactic, 1 lab (3 total)
Hours: 60 academic
Prerequisite: NR308
Concurrent: NR310, NR452
Location: Online

This course focuses on select (conventional and alternative, complementary, integrative) caring healing modalities used in holistic nursing. The philosophical caring-healing framework, the concept of empowerment, and a variety of holistic modalities for healing and wellness are explored. Experiential activities and exercises will give the student hands-on experience with the healing modalities. Current research in the field is discussed. This course includes 30 hours of lab.

NR410
HOLISTIC MENTAL HEALTH AND WELLNESS NURSING

Units: 3 didactic, 2 clinical (5 total)
Hours: 135 academic
Prerequisite: NR312, NR314
Concurrent: None
Location: New York

This course focuses on the application of professional, safe, evidence-based, holistic, and relationship-centered nursing care of individuals and families that addresses mental/emotional health, wellness, and illness along the health spectrum in various practice settings. Concepts include human development, neurobiology, epigenetics, and personality development across the lifespan. Relationships between psycho-spiritual, physical, cultural, and environmental factors are examined. Experiential learning activities during patient care situations (direct, indirect, and simulation) provide the student opportunities to demonstrate holistic nursing approaches and evidence-informed care, develop relational competency of the nurse and patient/family, recognize adaptive and maladaptive coping behaviors that influence psychosocial resilience and wellness, participate in therapeutic group sessions, and promote collaboration as a member of the interprofessional mental health team. This course includes 90 hours of clinical, some of which will be completed in simulation.

NR412
HOLISTIC CARING FOR ADULTS II

Units: 3 didactic, 3 clinical (6 total)
Hours: 180 academic
Prerequisite: NR312, NR314
Concurrent: None
Location: New York

This course will enable the student to further develop competencies in providing professional, safe, evidence-based, holistic, and relationship-centered nursing care for adults experiencing health alternations. Using a concept-based approach, foundational nursing concepts and competencies are integrated, along with the implementation of wellness, health promotion, and illness prevention principles. Experiential learning during patient care situations (direct, indirect, and simulation) provides the student opportunities to demonstrate professional holistic nursing care practices in fostering effective patient care outcomes, develop clinical judgment competencies, work in collaboration with interdisciplinary healthcare professionals, and practice nursing roles in forming professional identity. This course includes 135 hours of clinical, some of which will be completed in simulation.

NR425
SENIOR SEMINAR AND PRACTICUM

Units: 1 didactic, 2 clinical (3 total)
Hours: 105 academic
Prerequisite: NR410, NR412
Concurrent: NR404
Location: New York

This course will enable students to apply, refine, and synthesize essential nursing knowledge, clinical skills, and attitudes into professional practice as an advanced beginner. Focus is on the integration of one's holistic nursing identity within their professional role in the context of healthcare environments. Students will work directly with a licensed registered nurse preceptor in collaboration with the interprofessional team and academic faculty. To the degree possible, students select a practicum site consistent with their area of special interest and professional development goals. This course includes 90 hours of clinical, some of which will be completed in simulation.

NR452
PHARMACOLOGY

Units: 3 didactic
Hours: 45 academic
Prerequisite: BIO300, NR354
Concurrent: None
Location: Online

This course is designed to develop the student's proficiency in safe delivery of pharmacotherapeutic interventions for individuals across the lifespan using holistic nursing and Complementary and Integrative Health Approaches (CIHA). Concepts for application include medication safety, holistic assessment, ethical-legal aspects, cultural awareness, use of evidence, and life-span considerations. Select classifications of commonly used and representative drugs, as well as herbal medicines and supplements, are examined.

BACHELOR OF SCIENCE IN NURSING (PRELICENSURE OPTION) ELECTIVE OPTIONS

Elective courses are subject to availability.

ARTS AND SCIENCES (GENERAL EDUCATION				
SOC400	Sociology of Health and Well-Being*	3.0	45.0	None

*Alternative upper division Arts and Sciences course may be transferred

BSN PRELICENSURE OPTION FULL-TIME CURRICULUM, NEW YORK

Subject to change.

CODE	COURSE	UNITS	CRED HRS	PREREQ	CONCUR
TERM 1					
TTS101	Technology Training for Online Students	0.0	0.0	None	None
COM102	Therapeutic Communication in Healthcare	3.0	45.0	None	None
ENG101	English Composition I	3.0	45.0	None	None
MA102	College Algebra	3.0	45.0	None	None
PSY101	General Psychology	3.0	45.0	None	None
BIO110	Human Anatomy and Physiology I	3.0	45.0	None	BIO110L
BIO110L	Human Anatomy and Physiology I Lab	1.0	30.0	None	BIO110
TOTAL UNITS/HOURS:		**16.0**	**255.0**		
TERM 2					
COM202	Communication in the Digital World – Healthcare Technology	3.0	45.0	None	None
ENG201	Writing for Healthcare Professionals	3.0	45.0	ENG101	None
SOC101	Introduction to Sociology	3.0	45.0	None	None
BIO210	Human Anatomy and Physiology II	3.0	45.0	BIO110	BIO210L
BIO210L	Human Anatomy and Physiology II Lab	1.0	30.0	BIO110L	BIO210
HUM100	Introduction to Humanities	3.0	45.0	None	None
TOTAL UNITS/HOURS:		**16.0**	**255.0**		
TERM 3					
MA320	Statistical Reasoning	3.0	45.0	None	None
PSY201	Lifespan Development	3.0	45.0	None	None
SOC201	Healthcare Policy, Social Justice, and Ethics	3.0	45.0	None	None
NUT208	Nutrition	3.0	45.0	None	None
BIO315	Microbiology	3.0	45.0	None	BIO315L
BIO315L	Microbiology Lab	1.0	30.0	None	BIO315
TOTAL UNITS/HOURS:		**16.0**	**255.0**		
TERM 4					
NR305	Foundations of Professional and Holistic Nursing	3.0	45.0	None	None
NR308	Facilitator of Healing I: Role	4.0	90.0	None	NR305
BIO300	Pathophysiology	3.0	45.0	BIO210, BIO210L, BIO315, BIO315L	None
NR354	Holistic Health Assessment	4.0	75.0	BIO210, BIO315, NUT208	BIO300, NR308
SOC400*	Sociology of Health and Well-Being	3.0	45.0	None	None
TOTAL UNITS/HOURS:		**17.0**	**300.0**		

CODE	COURSE	UNITS	CRED HRS	PREREQ	CONCUR
TERM 5					
NR310	Essentials of Nursing Practice	7.0	195.0	BIO300, NR305, NR308, NR354	NR452
NR408	Facilitator of Healing II: Modalities	3.0	60.0	NR308	NR310, NR452
BIO400	Psychoneuroimmunology	3.0	45.0	None	None
NR452	Pharmacology	3.0	45.0	BIO300, NR354	None
TOTAL UNITS/HOURS:		**16.0**	**345.0**		
TERM 6					
NR320	Evidence Based Practice	3.0	45.0	MA320, NR310	None
NR312	Holistic Caring for Adults I	6.0	180.0	NR310, NR452	None
NR314	Holistic Caring for Families	5.0	135.0	NR310, NR452	None
TOTAL UNITS/HOURS:		**14.0**	**360.0**		
TERM 7					
NR410	Holistic Mental Health and Wellness Nursing	5.0	135.0	NR312, NR314	None
NR412	Holistic Caring for Adults II	6.0	180.0	NR312, NR314	None
NR400	Issues and Trends in Professional Nursing Healthcare	3.0	45.0	None	None
TOTAL UNITS/HOURS:		**14.0**	**360.0**		
TERM 8					
NR404	Community Health Nursing	6.0	180.0	NR410, NR412	None
NR405	Leadership in the Delivery of Healthcare	3.0	45.0	None	NR404
NR425	Senior Seminar and Practicum	3.0	105.0	NR410, NR412	NR404
HUM400**	Global Philosophy: Eastern and Western Traditions	3.0	45.0	None	None
TOTAL UNITS/HOURS:		**15.0**	**375.0**		
PROGRAM TOTAL:		**124**	**2,505**		

* Alternative upper division Arts and Sciences course may be transferred. Course may be taken earlier in the program, i.e. prior to term 4, if schedule permits

*** Alternative upper division Humanities course may be transferred. Course may be taken earlier in the program, i.e. prior to term 4, if schedule permits

HOLISTIC NURSING CERTIFICATE (HNC)

NHC	
Total Credits::	12
Total Hours:	285.0
Location:	Didactic Online, Clinical in Student's Locale

Educational Purpose

This Holistic Nursing Certificate is for registered nurses with an associate degree in nursing or higher. The program will enhance your nursing practice through examination and implementation of the core values, scope, and standards of holistic nursing. Through reflective practices and examination of the integrative care evidence base, nurses are transformed from the inside out. Graduates will be prepared to take the AHNCC certification exam to become a board-certified holistic nurse. Students holding a BSN upon certificate completion will be prepared to sit for the HNB-BC certification exam, while students holding an associate degree in nursing will be prepared to sit for the HN-BC exam, assuming they meet eligibility requirements (see **www.ahncc.org/certification/holistic-nurse-certifications/**).

A minimum of six units per term is required to maintain federal financial aid. All didactic coursework can be completed online and the clinical practicum is done in the student's locale/community.

Pacific College of Health and Science's Holistic Nursing Certificate program has been carefully designed to take a broader view on caring-healing through:

- Holistic frameworks and evidence-based integrative practice
- Disease prevention, wellness, and health maintenance
- Partnering with patients, families, and communities
- Quality of life improvements
- Understanding of the role of the nurse as a facilitator of healing
- Self-assessment and strengthening of self-care practices
- Deepening reflective practice
- Integrative holistic modalities

Program Learning Outcomes

Upon completion of the Holistic Nursing Certificate, graduates will be able to:

1. Practice nursing within an informed, caring-healing holistic framework
2. Provide humanistic, holistic, high-quality care to individuals and families that reflects an understanding of the human condition and nursing management across the health-illness continuum, across the lifespan, and in all healthcare settings
3. Empower patients/clients and families by teaching self-care practice for a healthier lifestyle
4. Guide individuals and families to manage stress and prevent disease by improving health and well-being
5. Collaborate with all constituencies in the health process
6. Integrate reflection and self-care into their own lives

HNC COURSES AND COURSE DESCRIPTIONS

In alphabetical order by course code and subject to change.

CODE	COURSE	UNITS	CRED HRS	PREREQ
BIO400	Psychoneuroimmunology	3.0	45.0	None
CL520	Clinical Practicum	2.0	90.0	BIO400, NR308
NR308	Facilitator of Healing I: Role	4.0	90.0	None
NR408	Facilitator of Healing II: Modalities	3.0	60.0	NR308
TTS101	Technology Training for Online Students	0.0	0.0	None

BIO400
PSYCHONEUROIMMUNOLOGY

Units: 3 didactic
Hours: 45 academic
Prerequisite: None
Concurrent: None
Location: Online

This course introduces the intersection of psychology, neuroscience, and immunology. It emphasizes how our mental states, neural processes, and immune responses interact and influence each other. The focus is on the fundamental concepts of psychoneuroimmunology (PNI), which examines how stress, emotions, and other psychological factors can impact immune function. Furthermore, it explores how the activity of the immune system can affect the brain and behavior. Insights will be gained on how stress and mental health can influence physical health and disease outcomes.

CL520
CLINICAL PRACTICUM

Units: 2 clinical
Hours: 90 academic
Prerequisite: BIO400, NR308
Concurrent: None
Location: Clinical in student's locale/ community

This course is intended to provide students with the knowledge and skills in a non-licensed holistic modality or modalities of their choice. Application of this knowledge occurs in clinical practice (in your locale/community) with a qualified integrative health practitioner.

NR308
FACILITATOR OF HEALING I: ROLE

Units: 3 didactic, 1.0 clinical (4.0 total)
Hours: 90 academic
Prerequisite: None
Concurrent: NR305*
Location: Online

Nurses themselves must go through an emerging process of self-assessment, self-responsibility, and self-healing in order to practice holistically. This course focuses on the student's personal growth and development and the role of the holistic nurse. Concepts of self, caring, reflection, connecting with the healing power, balance, and transforming one's personal pattern are explored. Emphasis is placed on the role of the holistic nurse as communicator, partner, and facilitator of healing. This course includes 45 hours of clinical.

* Concurrent achieved through prior nursing education.

NR408
FACILITATOR OF HEALING II: MODALITIES

Units: 2 didactic, 1 lab (3 total)
Hours: 60 academic
Prerequisite: NR308
Concurrent: NR310*, NR452*
Location: Online

This course focuses on select (conventional and alternative, complementary, integrative) caring healing modalities used in holistic nursing. The philosophical caring-healing framework, the concept of empowerment, and a variety of holistic modalities for healing and wellness are explored. Experiential activities and exercises will give the student hands-on experience with the healing modalities. Current research in the field is discussed. This course includes 30 hours of lab.

* Concurrent achieved through prior nursing education.

TTS101
TECHNOLOGY TRAINING FOR ONLINE STUDENTS

Units: 0 didactic
Hours: 0 academic
Prerequisite: None
Concurrent: None
Location: Online

This course introduces the online services of Pacific College of Health and Science and Moodle or BlackBoard, the learning management system. The learning modules cover common activities used for the online portions of your courses. The modules show the various types of activities and resources found in courses and information needed to complete class activities and assignments.

HNC PART-TIME CURRICULUM, ONLINE

Subject to change. Clinicals are in student's locale/community.

CODE	COURSE	UNITS	CRED HRS	PREREQ
TERM 1				
TTS101	Technology Training for Online Students	0.0	0.0	None
NR308	Facilitator of Healing I: Role	4.0	90.0	None
BIO400	Psychoneuroimmunology	3.0	45.0	None
TOTAL UNITS/HOURS:		**7.0**	**135.0**	
TERM 2				
NR408	Facilitator of Healing II: Modalities	3.0	60.0	NR308
CL520	Clinical Practicum	2.0	90.0	BIO400, NR308
NURSE EDUCATOR SPECIALTY COURSE TOTAL:		**5.0**	**150.0**	
PROGRAM TOTAL:		**12.0**	**285.0**	

ARTS AND SCIENCES COURSES

GENERAL EDUCATION

The Arts and Sciences program oversees the general education requirements of undergraduate program. General Education courses equip students to navigate the complexities of the human experience, contribute meaningfully to their professions, and engage others responsibly in a dynamic and interconnected world.

ARTS AND SCIENCES (GENERAL EDUCATION) COURSES AND COURSE DESCRIPTIONS

CODE	COURSE	UNITS	CRED HRS	PREREQ	CONCUR
BIO101	General Biology	2.5	45.0	None	None
BIO105	Foundations of Biology	3.0	45.0	None	None
BIO110	Human Anatomy and Physiology I	3.0	45.0	BIO105, CHEM105	BIO110L
BIO110L	Human Anatomy and Physiology I Lab	1.0	30.0		BIO110
BIO210	Human Anatomy and Physiology II	3.0	45.0	BIO110	BIO210L
BIO210L	Human Anatomy and Physiology II Lab	1.0	30.0	BIO110L	BIO210
BIO300	Pathophysiology	3.0	45.0	BIO210, BIO210L, BIO315, BIO315L	None
BIO315	Microbiology	3.0	45.0	BIO105	BIO315L
BIO315L	Microbiology Lab	1.0	30.0	None	BIO315
BIO400	Psychoneuroimmunology	3.0	45.0	None	None
CHEM101	General Chemistry	3.0	45.0	None	None
CHEM105	Foundations of Chemistry	3.0	45.0	None	None
COM102	Therapeutic Communication in Healthcare	3.0	45.0	None	None
COM202	Communication in the Digital World – Healthcare Technology	3.0	45.0	None	None
ENG101	English Composition I	3.0	45.0	None	None
ENG201	Writing for Healthcare Professionals	3.0	45.0	ENG101	None
HUM100	Introduction to Humanities	3.0	45.0	None	None
HUM400	Global Philosophy: Eastern and Western Traditions	3.0	45.0	None	None
MA102	College Algebra	3.0	45.0	None	None
MA320	Statistical Reasoning	3.0	45.0	None	None
NUT208	Nutrition	3.0	45.0	None	None
PSY101	General Psychology	3.0	45.0	None	None
PSY201	Lifespan Development	3.0	45.0	None	None
SOC101	Introduction to Sociology	3.0	45.0	None	None
SOC201	Healthcare Policy, Social Justice, and Ethics	3.0	45.0	None	None
SOC400	Sociology of Health and Well-Being	3.0	45.0	None	None
TTS101	Technology Training for Online Students	0.0		None	None
WS202	Medical Terminology	1.5	22.5	None	None
WS204	Biological Aspects of Physics	2.5	37.5	None	None
WS207	Survey of Biochemical Principles	2.0	30.0	BIO101, CHEM101	None
WS208	Integrative Nutrition	3.0	45.0	None	None
WS521	Anatomy and Physiology 1	2.5	37.5	None	WS521.L1
WS521.L1	Anatomy and Physiology 1 Lab	1.0	30.0	None	WS521
WS515	Anatomy and Physiology 2	3.0	45.0	BIO101, WS521, WS525.L1	None

BIO101
GENERAL BIOLOGY

Units: 2 didactic, 0.5 lab (2.5 total)
Hours: 45 academic
Prerequisite: None
Concurrent: None
Location: San Diego, New York, Chicago, Online

The goal of the biology course is to familiarize the student with the basic biological processes common to all forms of life on our planet and help the student understand the biological basis of anatomy, physiology, and nutrition. The course will focus on two important areas: 1) the fundamentals of biological structures (cell chemistry and structure), and the processes that maintain cellular integrity (basic principles of metabolism, including respiration and photosynthesis); and 2) the diversity of life forms and their organization, with units focusing on plants. A laboratory component of the course may solidify the academic material with some hands-on experience relating to the lecture topics.

BIO105
FOUNDATIONS OF BIOLOGY

Units: 3 didactic
Hours: 45 academic
Prerequisite: None
Concurrent: None
Location: Online

This is a foundational course designed to introduce the essential concepts of biology, including the structure and function of cells, energy and metabolism, genetics, population ecology, evolution, diversity, and plant and animal physiology. Students will build a strong foundation in biological knowledge, emphasizing the process of scientific inquiry and the role of biology in understanding the natural world. This course provides the knowledge base necessary for informed decision-making about biological issues in society.

BIO110
HUMAN ANATOMY AND PHYSIOLOGY I

Units: 3 didactic
Hours: 45 academic
Prerequisite: BIO105, CHEM105
Concurrent: BIO110L
Location: Online

This course explores the structure and function of the human body. It is the first of a two-course series. The course focuses on specific human body systems at the molecular, cellular, tissue, organ, and organ system levels, and emphasizes the interdependency and interrelationships between these systems to maintain homeostasis.

BIO110L
HUMAN ANATOMY AND PHYSIOLOGY I LAB

Units: 1 lab
Hours: 30 academic
Prerequisite: None
Concurrent: WS110
Location: New York

This is the laboratory course to apply the knowledge learned in BIO110 Anatomy & Physiology I. The assignments will involve physically and virtually identifying structures at the molecular, cellular, tissue, organ, and organ system levels for selected human body systems. The demonstrations and assignments will also cover how certain human body systems, and their molecular, cellular, tissue, organ, and organ system components interact to maintain homeostasis.

BIO210
HUMAN ANATOMY AND PHYSIOLOGY II

Units: 3 didactic
Hours: 45 academic
Prerequisite: BIO110
Concurrent: BIO210L
Location: Online

This course explores the structure and function of the human body. It is the second of a two-course series. The course focuses on specific human body systems at the molecular, cellular, tissue, organ, and organ system levels, and emphasizes the interdependency and interrelationships between these systems to maintain homeostasis.

BIO210L
HUMAN ANATOMY AND PHYSIOLOGY II LAB

Units: 1 lab
Hours: 30 academic
Prerequisite: BIO110L
Concurrent: BIO210
Location: New York

This is the laboratory course to apply the knowledge learned in BIO210 Anatomy & Physiology I. The assignments will involve physically and virtually identifying structures at the molecular, cellular, tissue, organ, and organ system levels for selected human body systems. The demonstrations and assignments will also cover how certain human body systems, and their molecular, cellular, tissue, organ, and organ system components interact to maintain homeostasis.

BIO300
PATHOPHYSIOLOGY

Units: 3 didactic
Hours: 45 academic
Prerequisite: BIO210, BIO210L, BIO315, BIO315L
Concurrent: None
Location: Online

Pathophysiology builds on previous information learned in human anatomy and physiology. This course presents changes in normal physiology that lead to disease. Diagnostic tests including, but not limited to, laboratory testing will be discussed. The course presents the description, etiology, pathologic process, signs, symptoms, and complications of many common diseases.

BIO315
MICROBIOLOGY

Units: 3 didactic
Hours: 45 academic
Prerequisite: BIO105
Concurrent: BIO315L
Location: Online

This course introduces the concepts of microbiology with an emphasis on its role in health and healthcare. This course focuses on the nature of microbial organisms and offers a comprehensive survey of infectious diseases of humans, with major emphasis on the biology of the infectious process. Important infectious pathogenic agents (bacteria, viruses, protozoa) are studied in terms of their physiological functions and the properties which permit them to be pathogens. The epidemiology and pathogenesis of infections, analysis of the dynamic interactions between invading organisms and the defense mechanisms of the invaded hosts, clinical pictures of the disease states, and prevention of infection are explored.

BIO315L
MICROBIOLOGY LAB

Units: 1 lab
Hours: 30 academic
Prerequisite: None
Concurrent: BIO315
Location: New York

This is the laboratory course to apply the knowledge learned in BIO215 Microbiology. The assignments will involve applying fundamental techniques of identifying, cultivating, and containing microorganisms.

BIO400
PSYCHONEUROIMMUNOLOGY

Units: 3 didactic
Hours: 45 academic
Prerequisite: None
Concurrent: None
Location: Online

This course introduces the intersection of psychology, neuroscience, and immunology. It emphasizes how our mental states, neural processes, and immune responses interact and influence each other. The focus is on the fundamental concepts of psychoneuroimmunology (PNI), which examines how stress, emotions, and other psychological factors can impact immune function. Furthermore, it explores how the activity of the immune system can affect the brain and behavior. Insights will be gained on how stress and mental health can influence physical health and disease outcomes.

CHEM101
GENERAL CHEMISTRY

Units: 3.0 didactic
Hours: 45 academic
Prerequisite: None
Concurrent: None
Location: Online

This course is a one-semester survey covering many of the topics in a one-year general chemistry sequence, but at an introductory level and without a lab component. Topics covered include: atomic structure; ionic and molecular compounds; the stoichiometry of chemical reactions; gases, liquids, and solids; chemical equilibrium; and the basic mathematics required for chemical calculations. For students pursuing graduate study, the material in this course provides a strong scientific foundation for future coursework in biochemistry, human physiology, human nutrition and pharmacology.

CHEM105
FOUNDATIONS OF CHEMISTRY

Units: 3 didactic
Hours: 45 academic
Prerequisite: None
Concurrent: None
Location: Online

This is a foundational course for undergraduate students, providing a comprehensive overview of essential chemical principles. This course is designed to build a strong foundation in chemistry, with a focus on its relevance to the natural world and everyday life. Key topics covered include inorganic and organic chemistry, atomic structure, chemical bonding, stoichiometry, states of matter, and thermochemistry. The course serves as an essential building block for comprehending the role of chemistry in our world and enables informed decision-making on chemical-related societal issues.

COM102
THERAPEUTIC COMMUNICATION IN HEALTHCARE

Units: 3 didactic
Hours: 45 academic
Prerequisite: None
Concurrent: None
Location: Online

This course emphasizes professional communication skills essential for healthcare providers in the provision of safe quality care. Caring language used in all verbal, non-verbal, and written communication supports authentic human connection and caring-healing environments. Students will learn, in this highly interactive course, how to develop therapeutic communication and relationship skills based on a Relationship-Centered Care approach and the four therapeutic practices of presence/attuning, wondering, following, and holding. Consistent caring-healing communication and these four core competencies ensure healthy interprofessional team relationships and improved patient care outcomes with diverse populations across the life span.

COM202
COMMUNICATION IN THE DIGITAL WORLD/HEALTHCARE TECHNOLOGY

Units: 3 didactic
Hours: 45 academic
Prerequisite: None
Concurrent: None
Location: Online

This course focuses on the field of health communication in the digital world and the practical applications of informatics. Students will examine technology's role in the delivery, management and analysis of healthcare and learn theories of interprofessional and mass communication related to topics like cybersecurity and HIPAA compliance. Students will be given the tools to practice clear, purposeful, caring, and compassionate communication across different platforms to improve provider-patient interactions and interdisciplinary team communication.

ENG101
ENGLISH COMPOSITION I

Units: 3 didactic
Hours: 45 academic
Prerequisite: None
Concurrent: None
Location: Online

This course develops written communication skills through analyzing reading passages, understanding rhetorical forms and proper style, and producing organized, grammatical, and effective writing.

ENG201
WRITING FOR HEALTHCARE PROFESSIONALS

Units: 3 didactic
Hours: 45 academic
Prerequisite: ENG101
Concurrent: None
Location: Online

This course is designed to introduce students to the scientific and information literacy used daily in healthcare professions. This writing course focuses on necessary mechanics and writing skills, and students will learn how to interpret and discuss scientific and academic articles and resources. There will be an emphasis on the use of APA format, finding/using educational and library resources, and analytical thinking in practical applications for writing a scholarly paper. There will be multiple opportunities for revision; prior knowledge of medical terminology is beneficial.

HUM100
INTRODUCTION TO HUMANITIES

Units: 3 didactic
Hours: 45 academic
Prerequisite: None
Concurrent: None
Location: Online

This course emphasizes how the humanities illuminate the essence of our cultures, values, and perceptions of the human condition. Through this exploration, students will gain a deeper understanding of the humanities' vital role in shaping individual and collective experiences across time and place. By the end of this course, students will develop a richer appreciation for the diverse expressions of human thought and creativity and an enhanced understanding of how the humanities critically inform and enrich our approach to holistic health and the sciences.

HUM400
GLOBAL PHILOSOPHY: EASTERN AND WESTERN TRADITIONS

Units: 3 didactic
Hours: 45 academic
Prerequisite: None
Concurrent: None
Location: Online

Global Philosophy: Eastern and Western Traditions examines the fundamental questions, methodologies, and contributions of both Eastern and Western philosophical traditions. Through a comparative and integrative approach, students will delve into the essence of human thought across both Eastern and Western traditions to examine how these diverse philosophies address the nature of reality, knowledge, morality, and well-being.

MA102
COLLEGE ALGEBRA

Units: 3 didactic
Hours: 45 academic
Prerequisite: None
Concurrent: None
Location: Online

This course provides a working knowledge of college-level algebra and its applications. Emphasis is on solving linear and quadratic equations, word problems, and polynomial, rational and radical equations and applications. Students perform operations on real numbers and polynomials, and simplify algebraic, rational, and radical expressions. Arithmetic and geometric sequences are examined, and linear equations and inequalities are discussed. Students learn to graph linear, quadratic, absolute value, and piecewise-defined functions, and solve and graph exponential and logarithmic equations. Other topics include solving applications using linear systems and evaluating and finding partial sums of a series.

MA320
STATISTICAL REASONING

Units: 3 didactic
Hours: 45 academic
Prerequisite: None
Concurrent: None
Location: Online

The course is an introductory course designed to provide the essential concepts and methods for critically evaluating research literature. It covers key topics such as probability, random variables, multivariate distributions, the central limit theorem and statistical inference - providing the skills for effective data analysis. This course aims to cultivate students' research literacy, developing the skills to articulate and substantiate research concepts and laying the groundwork for evidence-based decision-making.

NUT208
NUTRITION

Units: 3 didactic
Hours: 45 academic
Prerequisite: None
Concurrent: None
Location: Online

Nutrition focuses on the integral role that nutrition plays in promoting health and preventing diseases, exploring the intersection of nutrition with public health and medical therapy. Students will gain a deep understanding of how nutrition influences health outcomes and the design of effective nutrition services for diverse communities.

PSY101
GENERAL PSYCHOLOGY

Units: 3 didactic
Hours: 45 academic
Prerequisite: None
Concurrent: None
Location: Online

This is a foundational course that provides students with a broad overview of psychological principles, theories, and research methodologies. The course will cover various topics, including human development, the biology of behavior, sensation, and perception, learning and memory, intelligence, personality, and psychological disorders. Students will think critically about psychological research and its application to everyday life. This course offers insights into the workings of the human mind and behavior, establishing a basis for a practical understanding of human interactions.

PSY201
LIFESPAN DEVELOPMENT

Units: 3 didactic
Hours: 45 academic
Prerequisite: None
Concurrent: None
Location: Online

This course is a survey of human development from conception to end-of-life with emphasis on the physical, cognitive, emotional, social, and spiritual characteristics of individuals in Western cultures and beyond. Students will review the theories, stages and life cycles of human development and the internal and external relationships and connections that allow these elements to thrive.

SOC101
INTRODUCTION TO SOCIOLOGY

Units: 3 didactic
Hours: 45 academic
Prerequisite: None
Concurrent: None
Location: Online

This course introduces the fundamental aspects of social structures, cultural dynamics, socialization processes, and the roles and norms that shape human interaction and society. Throughout the semester, students will develop a sociological perspective and an understanding of how individual lives are influenced by broader social and cultural contexts. This course lays the groundwork for informed engagement with social issues and prepares students to be responsible global citizens.

SOC201
HEALTHCARE POLICY, SOCIAL JUSTICE AND ETHICS

Units: 3 didactic
Hours: 45 academic
Prerequisite: None
Concurrent: None
Location: Online

This course focuses on the concepts of justice and ethics and their application to domestic policy related to health and healthcare. Students will discuss the competing ethical frameworks and theories of justice on topics like patient's rights, clinical practice and research, bioethics, equity in healthcare and professional moral codes. There will be a focus on how domestic health policies are developed, reformed, and implemented based on advocacy, allyship, local and federal governments, and resources. Students should gain a better understanding of their own perspective on the ethical and moral considerations of themselves, their patients, institutions, and the local and global community.

SOC400
SOCIOLOGY OF HEALTH AND WELL-BEING

Units: 3 didactic
Hours: 45 academic
Prerequisite: None
Concurrent: None
Location: Online

Sociology of Health and Well-being is an interdisciplinary course blending sociology, philosophy, and cultural analysis to explore the complex nature of well-being. By integrating philosophical perspectives with sociological research, the course examines the subjective and objective components of well-being to broaden students' understanding beyond conventional metrics of social health to include personal feelings of happiness and fulfillment. This comprehensive approach is designed to arm students with the critical thinking and analytical skills needed to engage in the broader discourse on health, happiness, and the societal factors that influence them.

TTS101
TECHNOLOGY TRAINING FOR ONLINE STUDENTS

Units: 0 didactic
Hours: 0 academic
Prerequisite: None
Concurrent: None
Location: Online

This course introduces the online services of Pacific College of Health and Science and Moodle or BlackBoard, the learning management system. The learning modules cover common activities used for the online portions of your courses. The modules show the various types of activities and resources found in courses and information needed to complete class activities and assignments.

WS202
MEDICAL TERMINOLOGY

Units: 1.5 didactic
Hours: 22.5 academic
Prerequisite: None
Concurrent: None
Location: San Diego, New York, Chicago

Medical terminology describes the anatomy, physiology, and pathology of the body in precise terms. This class increases the student's ability to access a broad range of medical literature and to communicate with healthcare professionals.

WS204
BIOLOGICAL ASPECTS OF PHYSICS

Units: 2.5 didactic
Hours: 37.5 academic
Prerequisite: None
Concurrent: None
Location: San Diego, New York, Chicago

This course presents the principles of mechanics, hydrodynamics, electricity, and thermodynamics applied to biology, with emphasis on their relationships in human physiology. Attention is called to the connection between biophysical phenomena and human health and medicine.

WS207
SURVEY OF BIOCHEMICAL PRINCIPLES

Units: 2 didactic
Hours: 30 academic
Prerequisite: BIO101, CHEM101
Concurrent: None
Location: San Diego, New York, Chicago, Online

The basic principles of biochemistry are introduced with their applications to physiological functions.

WS208
INTEGRATIVE NUTRITION

Units: 3 didactic
Hours: 45 academic
Prerequisite: None
Concurrent: None
Location: Online

This course explores the principles of improving the health of the population through improved nutrition. Students will explore the key role of health promotion and disease prevention through improved nutrition, how public policy is developed and implemented, and how to advocate for public health. Students will discover the role of federal agencies, learn how to assess, plan, and evaluate nutrition services for different types of communities, especially those at risk, and look at food scarcity and the future of nutrition in the Public Health sector.

WS521
ANATOMY AND PHYSIOLOGY 1

Units: 2.5 didactic
Hours: 37.5 academic
Prerequisite: None
Concurrent: WS525.L1
Location: San Diego, New York, Chicago

Anatomy and Physiology 1 comprehensively presents the gross anatomy, microscopic anatomy, and physiology of the human musculoskeletal system. While the entire system is covered, particular emphasis is placed on internal areas to avoid when needling and external landmarks that guide the location of acupuncture points. This course, in conjunction with its paired lab, WS525.L1 Anatomy and Physiology Lab 1, provides the most important foundation for all subsequent acupuncture point location courses, orthopedic and neurological evaluation and treatment courses, needling courses, and more.

WS525.L1
ANATOMY AND PHYSIOLOGY 1 LAB

Units: 1 lab
Hours: 30 academic
Prerequisite: None
Concurrent: WS521
Location: San Diego, New York, Chicago

Anatomy and Physiology Lab 1 is the paired lab for WS521 Anatomy and Physiology 1. Students develop practical skills including palpation and identification of bony and muscular structures as well as major anatomical landmarks. Together, the two courses comprehensively present the gross anatomy, microscopic anatomy, and physiology of the human musculoskeletal system. While the entire system is covered, particular emphasis is placed on internal areas to avoid when needling and external landmarks that guide the location of acupuncture points. These courses provide the most important foundation for all subsequent acupuncture point location courses, orthopedic and neurological evaluation and treatment courses, needling courses, and more.

WS515
ANATOMY AND PHYSIOLOGY 2

Units: 3 didactic
Hours: 45 academic
Prerequisite: BIO101, WS521, WS525.L1
Concurrent: None
Location: San Diego, New York, Chicago

Anatomy and Physiology 2 presents the gross anatomy, microscopic anatomy, physiology, and chemistry of the human nervous and endocrine systems. This course covers the neuroanatomy, neurophysiology, neurochemistry, and endocrinology of the human body.

APPLYING FOR ADMISSIONS



ADMISSIONS AND REGISTRAR

Prospective applicants are encouraged to schedule a pre-application appointment with a Pacific College of Health and Science admissions representative who can assist candidates in making application decisions. With the broad choice of degrees and programs offered at three different campuses and online, we expect that a potential student will have many questions. We are happy to spend the time necessary to answer every question, no matter how big or small, so that potential students will feel confident in their decisions.

It is the College's aim to admit applicants who have demonstrated a strong desire to enter the field of Chinese medicine, holistic health, nursing, or body therapy, and have sufficient ability to appreciate and take advantage of the unique curriculum offered to Pacific College of Health and Science students.

Candidate applications are accepted for entry each term throughout the year. Students may enroll up to the first day of classes in any term. Prospective applicants are encouraged to apply for admission well in advance of the beginning of classes because class size is limited, and classes are subject to closure or cancellation. Students needing financial aid are encouraged to apply at least 30 days prior to the start of a term.

ADMISSIONS PROCEDURE

To apply, an applicant should send the following to the Office of Admissions:

- Completed Pacific College of Health and Science Application Form
- Application fee ($50; non-refundable)
- One current, full-face, passport-size photo for student file (requirements vary by program)

Additional Required Documentation after Submission of Application:

- Doctoral/Master's/Bachelor's Programs: official transcripts from all Colleges and previous programs should be sent directly to Pacific College of Health and Science from the institution. If applicable, please have the records department of your college send the password to retrieve an e-transcript from a college website to the registrar of Pacific College of Health and Science. For quicker processing of your application while the College awaits official transcripts, you may send unofficial copies of your transcripts with your Application Form.
- International Students: International documents in a non-English language must be accompanied by a certified translation into English, including transcripts from each college or university attended. Indicate the number of lecture and laboratory hours or units devoted to each course as well as grades received. Include copies of official documents indicating the award of degrees with the title and date conferred.
- California Acupuncture/Chinese Medicine Students: Students who submit these kinds of transcripts will be required to submit official documentation to the California Acupuncture Board as well at the time of application to the CALE exam.
- International Students: If you attended a school outside the United States, an academic evaluation of international transcripts/documents in terms of American accredited equivalency must be sent to Pacific College of Health and Science. Contact Pacific College of Health and Science's admissions representatives for names and addresses of agencies that perform this evaluation. For quicker processing of your application while the College awaits official transcripts, you may send unofficial copies of your transcripts with your application form.

- Transitional Doctorate Completion Students: Internationally trained applicants pursuing transitional doctoral completion programs must meet all ACAHM standards for acceptance. An applicant's previous education must be validated as equivalent to a master's degree by a recognized educational credentials evaluation service. Prospective students are encouraged to have their educational transcripts evaluated course-by-course by a credentialing agency well-versed in evaluation of programs of study in acupuncture and Chinese medicine. Check with your admissions representative for a list of evaluators.
- New York Residents: All students enrolled in education programs in New York State must provide evidence of two doses of measles vaccination and one dose each of mumps and rubella vaccinations.

Pacific College of Health and Science does not provide visa services for international students. Pacific College of Health and Science does not accept ability-to-benefit students for admission to our programs.

VETERANS INFORMATION

Pacific College of Health and Science is approved for the training of veterans and eligible persons under the provisions of Title 38, United States Code. Contact the bursar and/or financial aid representative for specific program eligibility. To honor our veterans, Pacific College of Health and Science waives the application fee for all U.S. veterans.

VALIDITY OF DOCUMENTATION

If Pacific College of Health and Science has any reason to believe a student's diploma or transcript is not valid or was not obtained from an entity that provides secondary or post-secondary education (as applicable), it will take additional steps to determine the validity of the document. Pacific College of Health and Science may contact the granting institution or confirm with the relevant state agency to determine the validity of the document. If Pacific College of Health and Science has reason to believe a Title IV applicant is committing fraud, the U.S. Department of Education's Office of the Inspector General will be notified.

PUBLIC EDUCATION (NEW YORK)

In an expression of Pacific College of Health and Science's mission to further the understanding of Chinese medicine, Pacific College of Health and Science may allow a limited number of students to enroll in specific courses of general interest without fulfilling all the prerequisites of admission to a particular program or course. Such courses are normally limited to massage courses, taiji, and qigong. For more information and to apply for public education courses, please contact one of Pacific College of Health and Science's admissions representatives.

NON-MATRICULATED STUDENTS

Students who meet the prerequisites for admission to a program and specific courses may, on a space available basis, take Pacific College of Health and Science courses with the approval of the academic dean. For more information and to apply for non-matriculated status, please contact one of Pacific College of Health and Science's admissions representatives.

THE ADMISSIONS INTERVIEW

An admissions interview may be requested after reviewing your file. An admissions decision is made based upon review of a completed file. Applicant files are comprised of the application, application fee, and required transcripts from prior education.

For applicants who require an admissions interview, the interview is scheduled after the applicant file is complete. Once a file is complete and reviewed, the admissions team will contact the applicant to schedule an appointment for them with a member of the academic team. An admissions interview may be required of all applicants seeking first-time admission, readmission, or admission with advanced standing (transfer from another school). The admissions interview is an opportunity for the applicant to demonstrate an understanding of, and interest in, the selected program of study. It also provides the applicant with an introduction to the College and policies as well as an opportunity for them to ask additional questions they may have.

NOTIFICATION OF DECISION

The Admissions Committee makes all final acceptance decisions for programs other than nursing. For the Bachelor of Science in Nursing (Prelicensure Option), admission decisions are made by the Nursing Admissions Committee, subject to any applicable institutional approval or exception authority. Each applicant is given notification in writing of full acceptance, conditional acceptance (if an option), placement on a waiting list, or denial, normally within 30 days of the interview.

APPEAL OF ADMISSIONS DECISION

An applicant who is denied admission based on not meeting one or more of the criteria required may appeal the admissions decision in writing within 30 days of denial.

APPLICANT STATUS

Full Acceptance
Full acceptance indicates that the applicant has fulfilled all admission requirements at the time of acceptance into a degree or certificate program.

CONDITIONAL ACCEPTANCE

Conditional Acceptance — Acupuncture Programs
Conditional acceptance is granted when the Admissions Committee has determined that an applicant meets the minimum number of prerequisite credits for entry into the program but has a low undergraduate grade point average. Such applicants must take a specified program of study and must achieve minimum grades prescribed by the Committee to continue in the program. All requirements must be fulfilled within a specified time frame (normally one academic term). Applicants who are granted conditional acceptance enroll at their own risk. If they cannot satisfy the requirements within the indicated time frame, they may be disqualified from the program with no refund beyond those stated in the refund policy.

Conditional Acceptance — Bachelor of Science in Nursing (Prelicensure Option)
Applicants who do not meet all requirements for full acceptance into the Bachelor of Science in Nursing (Prelicensure Option) may be considered for conditional acceptance by the Nursing Admissions Committee.

Applicants may be considered for conditional acceptance under either of the following criteria:

- Cumulative GPA of 2.75 or higher and an ATI TEAS score of 60–67.
- Cumulative GPA of 2.50–2.74 and an ATI TEAS score of 68 or higher.

Applicants must satisfy both the GPA and ATI TEAS requirements within at least one of the above eligibility categories. Conditional acceptance is granted at the discretion of the Nursing Admissions Committee. Meeting the eligibility criteria does not guarantee acceptance.

Applicants who do not meet the published conditional acceptance criteria may be considered for an exception through an individualized holistic review, subject to approval by the Vice President and Dean of Nursing and in accordance with institutional admissions policies.

Academic Probation and Progression Requirements
Students granted conditional acceptance, including those approved through a Dean's Exception, will be placed on academic probation upon initial enrollment at Pacific College of Health and Science.

During their first term of enrollment, conditionally accepted students must:

- Achieve a minimum term GPA of 2.66 (B-).
- Complete the term without earning a grade of F or WF.
- Satisfy all other applicable academic progression requirements of the College and nursing program.

Students who satisfy these requirements at the conclusion of their first term will be removed from academic probation, provided they are otherwise in good academic standing.

Failure to Meet Conditions
In accordance with the College's Academic Probation and Disqualification policy, conditionally accepted nursing students who earn a term GPA below 2.66 or receive a grade of F or WF during their first term of enrollment will be academically disqualified.

Students who are academically disqualified are subject to the College's established policies regarding academic appeals, readmission, and refunds.

Acceptance with Administrative Deficiencies
When an applicant has demonstrated the necessary qualifications for acceptance, but has not provided all application items, e.g. official transcripts, letters of reference, etc., they may, at the discretion of the Admissions Committee, be allowed to begin classes. However, such students are ineligible for Title IV financial aid and will not be allowed to continue in the program for more than one term. Applicants who are granted Acceptance with Administrative Deficiencies enroll at their own risk. If they cannot resolve the administrative deficiencies within the indicated time frame, they may be disqualified from the program with no refund for completed or in-progress courses.

INTERNATIONAL STUDENT APPLICANTS

International (Nonimmigrant) Applicants

Pacific College of Health and Science enrolls nonimmigrant alien students in online programs not leading to professional licensure or certification on a case-by-case basis. Please note that international students, including U.S. citizens living abroad, cannot enroll in any nursing programs. Prior to enrolling, it is very important that you contact program officials to discuss eligibility and program requirements.

Special application and admission procedures are required of all international F-1 students. Permanent residents, refugees, and aliens in other nonimmigrant statuses should follow the regular application and admission procedures.

International (F-1 nonimmigrant) applicants must submit a copy of their passport name page and an affidavit of financial support, together with supporting documentation such as bank statements or a bank letter dated within 6 months of their first term start date, from their sponsor, verifying that they have adequate resources to pay tuition, food, lodging, books, fees, and incidental expenses for one academic year, and, barring unforeseen circumstances, that funds will be available for subsequent years. For the amount required, please contact an admissions representative or see the international student page on the College website. Bank statements must be converted into U.S. dollars and translated into English.

Furthermore, international applicants must provide two official transcripts for each previous institution attended. Students will be required to submit original transcript evaluation documentation to the California Acupuncture Board as well at the time of application to the CALE exam.

The I-20 will be issued only after the applicant's file is complete, the applicant is fully accepted into the respective program, and the tuition deposit has been received by the College. International students are allowed to enter the U.S. 30 days prior to the start date of the I-20, which is recommended in order to get settled before school begins. The tuition deposit is credited toward tuition upon matriculation. A non-refundable I-20 fee of $100 will be withheld from the deposit if the applicant does not attend the College. Students coming to the College from outside the U.S. will receive detailed instructions regarding how to apply for the visa and how to enter the U.S. together with the I-20 form. Non-immigrant F-1 students transferring from another approved school within the U.S. must also provide a copy of their current I-20, passport name page, visa, and electronic I-94 document with the application, along with the completed school transfer information form.

An I-20 can only be issued for the Acupuncture program with the Chinese Herbal Medicine concentration. Students cannot change programs once enrolled. The Acupuncture-only program is ineligible for an I-20. Nonimmigrant students are not eligible for U.S. federal financial aid.

General Information for International (F-1) Students

International students arriving at the College from abroad must provide the College with a copy of their passport name page, visa, and entry stamp. The Department of Homeland Security (DHS) requires that all international students: 1) enroll in a full course of study, which is defined as 12 units per term, except in special circumstances that will be explained at the international student orientation, 2) attend classes regularly, and 3) make satisfactory progress towards completion of the degree.

International students who apply for admission from outside the United States may be admitted each term (three times a year). A student is accepted only for the term indicated on the I-20 and on the letter of acceptance and must complete class registration that term. If the student would like to change the admission date to a different term, the applicant must request a change of their starting date in writing, possibly submit new financial documents, and receive a new I-20.

Once enrolled, international students must report any of the following activities to the College immediately: change of legal name, address, program of study, request for I-20 extension, and/or desire to transfer to another institution. There is currently no dormitory housing available at Pacific College of Health and Science.

Applicants for whom English is a second language must meet English language requirements. See "English Language Requirements" at the beginning of this Admissions section.

ORIENTATION

Orientation dates and times are communicated to applicants by the admissions department upon acceptance to the College. All new students must attend this orientation. Students who miss the orientation must notify their admissions representative immediately. A separate orientation or meeting with a campus-designated student officer for new international students will take place to inform them of their obligations and privileges as F-1 non-immigrant students in the U.S. The international student advisor will contact students individually to set this special orientation date.

ADMISSIONS REQUIREMENTS



INSTITUTIONAL (REQUIRED FOR ALL PROGRAMS)

English Language Proficiency Requirements
Academic success at Pacific College of Health and Science is dependent upon the student's ability to communicate in English. The ability to understand, speak, read, and write in English must be well-developed in order to learn material with full comprehension in a reasonable period of time. This level of proficiency is greater than that required for daily living. Therefore, every effort should be made to perfect English skills prior to being admitted to the College. Pacific College of Health and Science does not provide English language services.

Students who are not native speakers of English must take the Test of English as a Foreign Language (TOEFL) iBT (Internet-Based Test) of both written and spoken English.

Associate/Certificate Programs English Language Proficiency Requirement
TOEFL/iBT score of 61; 500 (on the paper-based exam).

Master's Programs English Language Proficiency Requirement
English language competency is required of all students seeking admission to the program. This must be demonstrated by one of the following means:

1. The student must have completed a two-year (60 semester credits or 90 quarter credits), baccalaureate- or graduate-level, English-based education in an institution:
   a) accredited by an agency recognized by the U.S. Secretary of Education, or
   b) in the United Kingdom, Australia, Canada (except Quebec), New Zealand, or Ireland.

   In all cases, English must have been both the language of instruction and the language of the curriculum used.
2. For programs not taught in English, the student must score a total score of at least 61 on the Test of English as a Foreign Language Internet-Based Test (TOEFL® iBT), including a minimum speaking exam score of 26 and a minimum listening exam score of 22, or an overall band score of level 6 on the International English Language Testing System (IELTS) exam.

NOTE: Under certain circumstances, international applicants to Pacific College of Health and Science may request a waiver for the TOEFL/IELTS requirement when applying for admission. The College will consider, on a case-by-case basis, waiver requests from applicants who fall into at least one of the following categories:

3. The applicant has completed international schooling that included coursework which was taught in English.

Professional Doctorate [PD] Programs and Bachelor of Science in Nursing (Prelicensure Option) English Language Proficiency Requirement

English language competency is required of all students seeking admission to the program. This must be demonstrated by one of the following means:

1. The student must have completed a two-year (60 semester credits or 90 quarter credits) baccalaureate- or graduate-level, English-based education in an institution:
   a) accredited by an agency recognized by the U.S. Secretary of Education, or
   b) in the United Kingdom, Australia, Canada (except Quebec), New Zealand, or Ireland.

   In all cases, English must have been both the language of instruction and the language of the curriculum used.

2. Test of English as a Foreign Language Internet-Based Test (TOEFL® iBT)

   Acceptable scores:

   TOEFL iBT total score – 80 and TOEFL iBT speaking score –26.

3. International English Language Testing System (IELTS)

   Acceptable scores:

   ELTS overall band score 6.5 (Academic Format) and IELTS spoken band score – 8.0.

NOTE: Under certain circumstances, international applicants to Pacific College of Health and Science may request a waiver for the TOEFL/IELTS requirement when applying for admission. The College will consider, on a case-by-case basis, waiver requests from applicants who fall into at least one of the following categories:

4. The applicant has completed international schooling that included coursework which was taught in English.

Essential Functions for Individuals Entering the Fields of Acupuncture and Massage

Those interested in Pacific College of Health and Science programs should possess the technical and academic capacity for the acquisition of knowledge and skills and the ability to perform those skills as a clinician. These capacities must also be maintained by students to progress successfully in the program. Pacific College of Health and Science is committed to supporting students with disabilities with reasonable accommodations that do not fundamentally alter program standards or appropriate expectations of a graduate serving a patient population. (See section on "Disability Services")

The technical capacities include:

Sensory/observation:
Students/clinicians must be able to gather information from a patient or client observed both at a distance and close at hand. A candidate must be able to examine the body surface and structure for signs of disease, palpate for abnormalities and gather auditory data to support an accurate diagnosis and ensure the safety and proper care of patients and monitor response to treatment.

Motor:
Students/clinicians must possess motor function sufficient to perform the procedures associated with a medical or massage and bodywork practice and the care, safety, and protection of patients. This includes the fine and gross motor capabilities of conventional practice, as well as the capacity to function in an emergency situation or to provide basic life support as necessary. Unique to the practice of manual therapies, a candidate must possess sufficient strength, coordination and palpatory sensitivity to achieve satisfactory clinical influence on patients. These techniques may involve lifting patients' bodies in an assisted range of motion exercises, facilitated stretching, and vigorous rocking or oscillating motions such as those utilized in tui na, involving tolerance for lifting up to 50 lbs.

Further skills include:
Ability to perform screening tests of joints and muscles (sensation, range of motion, and strength); ability to palpate and treat skin, soft tissues, and joints; and ability to safely support patients in arranging themselves for treatment. Emergency procedures include: ability to perform unassisted CPR; ability to safely manage an unconscious patient; and ability to perform emergency first aid.

The behavioral capacities include:

Communication:
Students/clinicians must be able to communicate effectively and sensitively with others at a professional caregiver level in both oral and written forms. This includes the capacities of active listening, appropriate emotional responsiveness, and clear exchange of information with awareness of appropriate professional boundaries. In addition, they must possess an awareness of and be sensitized to non-verbal communication in clinical settings.

Cognitive:
Students/clinicians need to be able to gather information in an organized manner, analyze and apply clinical reasoning to develop a diagnosis and an integrated treatment plan and to evaluate the efficacy of treatment through well-focused inquiry. They must be able to comprehend and interpret medical literature and to read a large volume of sophisticated material quickly with considerable recall. They must be able to engage critically with the material and apply the principles in unfamiliar contexts and situations.

Professionalism:
Students/clinicians must possess the emotional maturity, sensitivity, and stability necessary for the care of patients and the maintenance of appropriate professional boundaries. They must possess a capacity for critical self -reflection and a willingness to engage in the complex social environment of healing relationships with empathy, clarity and exceptional judgment. They must be prepared to operate as professionals in diverse and sometimes stressful environments with grace, flexibility, and equanimity.

Transitional (Completion) Doctorate of Acupuncture (T-DAc)

Transitional (Completion) Doctorate of Acupuncture with a Chinese Herbal Medicine Specialization (T-DAcCHM)
Please review institutional admissions requirements/policies/procedures above. Prospective applicants are encouraged to apply for admission well in advance as the admissions evaluation process can be lengthy, and class sizes in any given term are limited. Candidates may apply at any time for terms beginning in January, May, or September of each year.

- Acupuncture degree GPA of 3.0 or higher.
- Official Acupuncture and Chinese Medicine degree transcripts sent directly to Pacific College of Health and Science from previous institution(s).
  - An internal assessment of the previously completed acupuncture degree curriculum in comparison to Pacific College of Health and Science's master's degree will be conducted. Any substantial deficiencies are assigned as co-requisites to the program of study.
- Proof of 90 semester units/135 quarter units of undergraduate coursework from an institution accredited by an agency recognized by the U.S. Department of Education or international equivalent.*
- Applicants must have successfully completed at least one course in each of the following: Biology, Chemistry, Psychology, Medical Report Writing, Clinical Science, and Orthopedic Neurological Evaluation.
  - Biology, Chemistry, and Psychology may be fulfilled through StraighterLine, Study.com, College Board CLEP, PCHS (via non-matriculating form), community college, or another accredited institution.
  - Medical Report Writing may be fulfilled through course BU612: Medical Report Writing or assessment CA501: Medical Report Writing.
  - Clinical Science may be fulfilled through course WS656: Clinical Science, assessment CA500: Clinical Science or the NCBAHM (formerly NCCAOM) exam.
  - Orthopedic Neurological Evaluation may be fulfilled through courses WS541a: Orthopedic Neurological Evaluation 1 and WS542a: Orthopedic Neurological Evaluation 1 or assessment CA502: Ortho-Neuro Assessment.
  - Please note there are fees associated with assessments.

* Students who attended an undergraduate school/acupuncture training outside the United States must request an academic evaluation of international transcripts/documents in terms of American accredited equivalency to be sent directly to Pacific College of Health and Science from the evaluating service. Internationally trained applicants pursuing transitional doctoral completion programs must meet all ACAHM standards for acceptance. An applicant's previous education must be validated as equivalent to a master's degree by a recognized educational credentials evaluation service. Prospective students are encouraged to have their educational transcripts evaluated course-by-course by a credentialing agency that evaluates programs of study in acupuncture and Chinese medicine. Check with your admissions representative for a list of evaluators.

Doctor of Acupuncture (DAc)

Doctor of Acupuncture with a Chinese Herbal Medicine Specialization (DAcCHM)
Please review institutional admissions requirements/policies/procedures above. Applicants who do not meet the following requirements should speak with an Admissions Representative to discuss their options.

- Applicants with a cumulative GPA of 2.75 or higher will be considered for full acceptance to the program. Previous academic performance in didactic classes may hold greater weight in the decision for admission than previous academic performance in hands-on/practical coursework. Applicants with lower grade point averages may be considered for full acceptance or conditional acceptance (or acceptance with requirements) to the program with evidence of recent, significant academic success, or professional achievement. Students who are accepted with requirements are assigned a course of study and academic goals to fulfill these for full acceptance into the program.
- Proof of 90 semester units/135 quarter units of undergraduate coursework from an institution accredited by an agency recognized by the U.S. Department of Education, accredited/pre-accredited by ACAHM or international equivalent.*
- Applicants who have not completed a BS or BA degree, an Associate of Science, or an Associate of Arts must demonstrate completion of 15 units of General Education classes contained within the 90 semester units/135 quarter credits required for admission. An additional 15 units of general education must be completed prior to term five of the master's or doctoral programs.
- Applicants must have either successfully completed at least one course in each of the following: Biology, Chemistry, and Psychology; or concurrently complete according to the following schedule:

- General Biology (usually taken by Term 2)
- General Chemistry (usually taken by Term 3) is a pre-requisite to Biochemistry.
- General Psychology (usually taken by Term 4) must be taken prior to the 1st Year Comprehensive Exam.

* In considering the acceptance of education and training obtained in foreign countries, credits earned at a foreign educational institution must be validated by a recognized educational credentials evaluation service.

Master's students may not dual-enroll in the doctoral program. If a master's student wishes to enroll in the doctoral program, they must request a change of program if they have satisfied the admission requirements for the doctorate and have not completed more than 50% of the master's program. A new enrollment agreement will be required. If a student has completed more than 50% of the master's program, they will need to complete their master's degree and enroll in the transitional doctoral completion program. All doctoral students will be dual-enrolled and will receive a master's degree upon completion of the doctoral curriculum, but no sooner than 9 terms (DAc) or 11 terms (DAcCHM).

DAc/DAcCHM General Education (Gen Ed) Requirements

Pacific College of Health and Science's Associate of Applied Science Holistic Health Science (AAS HHS) and Associate of Occupational Studies Massage Therapies (AOS MT) programs qualify students to apply to Pacific College of Health and Science's master's degree programs. Depending on previous education, Gen Ed courses offered within the AAS or AOS may fulfill the Gen Ed requirement. If the courses are considered toward the 90-unit prerequisite requirement for the DAc/DAcCHM, students must be enrolled in the MSAc/MSAcCHM program and change programs after completing the 90 units of undergraduate prerequisites. Admissions representatives can advise students on helpful general education courses to take.

The Gen Ed category of natural and physical sciences is fulfilled within the required coursework for the associate degrees. To meet the master's degree requirements for admission, at least one course must be taken in each of the following five categories within the total of 30 general education units: written and oral communication; quantitative principles; natural and physical sciences; social and behavioral sciences; and humanities and fine arts. The remainder of the required general education courses must be distributed among the following categories:

- Written and oral communication
- Quantitative principles
- Social and behavioral sciences
- Humanities and fine arts

College Board College Level Examination Program (CLEP) exams may be used toward fulfilling these Gen Ed requirements. A college admissions representative will describe these for you.

Students completing an associate degree program at Pacific College of Health and Science or elsewhere may enroll in co-requisite and/or general education courses to gain eligibility to the doctoral programs.

Master of Science in Acupuncture (MSAc)

Master of Science in Acupuncture with a Chinese Herbal Medicine specialization (MSAcCHM)

Please review institutional admissions requirements/policies/procedures above. Applicants who do not meet the following requirements should speak with an Admissions Representative to discuss their options.

- Cumulative GPA of 2.75 or higher will be considered for full acceptance to the program. Previous academic performance in didactic classes may hold greater weight in the decision for admission than previous academic performance in hands-on/practical coursework. Applicants with lower grade point averages may be considered for full acceptance or conditional acceptance (or acceptance with requirements) to the program with evidence of recent, significant academic success or professional achievement. Students who are accepted with requirements are assigned a course of study and academic goals to fulfill these for full acceptance into the program.
- Associate degree or its equivalent or higher, defined as at least 60 semester credits/90 quarter credits of education, (including nine semester hours in the biosciences for applicants to New York campus), at the baccalaureate level or the equivalent from an institution accredited by an agency recognized by the U.S. Secretary of Education.
- Applicants who have not completed a BS or BA degree, an Associate of Science, or an Associate of Arts must demonstrate completion of 15 units of General Education classes contained within 90 semester units/135 quarter credits required for admission. An additional 15 units of general education must be completed prior to term five of the master's or doctoral programs.

Master's students may not dual-enroll in the doctoral program. For a master's student to enroll in the doctoral program they must request a change of program if they have satisfied the admission requirements for the doctorate and have not completed more than 50% of the master's program. A new enrollment agreement will be required. If a student has completed more than 50% of the master's program, they will need to complete their master's degree and enroll in the transitional doctoral completion program. All doctoral students will be dual-enrolled and will earn a master's degree upon completion of the doctoral curriculum but no sooner than 9 terms (DAc) or 11 terms (DAcCHM).

Students admitted to the MSAc or MSAcCHM program are not eligible for Federal Financial Aid until they have completed a minimum of 72 semester/108 quarter hours through a combination of previously completed coursework and coursework completed while enrolled in the program.

Pacific College of Health and Science's Associate of Applied Science Holistic Health Science (AAS HHS) and Associate of Occupational Studies Massage Therapies (AOS MT) programs qualify students to apply to Pacific College of Health and Science's master's degree programs. Depending on previous education, Gen Ed courses offered within the AAS or AOS may fulfill the Gen Ed requirement. If the courses are considered toward the 90-unit prerequisite requirement for the DAc/DAcCHM, students must be enrolled in the MSAc/MSAcCHM program and change programs after completing the 90 units of undergraduate prerequisites. Admissions representatives can advise students on helpful general education courses to take.

The Gen Ed category of natural and physical sciences is fulfilled within the required coursework for the associate degrees. To meet the master's degree requirements for admission, at least one course must be taken in each of the following five categories within the total of 30 general education units: written and oral communication; quantitative principles; natural and physical sciences; social and behavioral sciences; and humanities and fine arts. The remainder of the required general education courses must be distributed among the following categories:

- Written and oral communication
- Quantitative principles
- Social and behavioral sciences
- Humanities and fine arts

College Board College Level Examination Program (CLEP) exams may be used toward fulfilling these Gen Ed requirements. A college admissions representative will describe these for you.

Students completing an associate degree program at Pacific College of Health and Science or elsewhere may enroll in co-requisite and/or general education courses to gain eligibility to the doctoral programs.

MSAc/MSAcCHM New York Bioscience Requirement

Students requiring bioscience prerequisites can be admitted into the MSAc or MSAcCHM program under the condition that the 9 required bioscience credits are completed in the first and/or second term. Failure to meet this requirement will result in withdrawal from the program. New York students with over 72 credits upon admittance that require bioscience courses are eligible for Federal Financial Aid.

Certificate in Chinese Herbal Medicine (CCHM) for Licensed Acupuncturists

Please review institutional admissions requirements/policies/procedures above. Candidates are accepted for entry each term beginning in January, May, or September. Students may enroll up to the first day of classes in any term but should apply at least three months in advance as class size is limited.

- Cumulative GPA of 3.0 or greater
- Proof of graduation from an ACAHM-accredited college or proof of state license or NCBAHM (formerly NCCAOM) certification

An interview with a college admissions representative may be scheduled before or after submission of the application. Students admitted to the CCHM program are not eligible for Federal Financial Aid until they have completed a minimum of 72 semester/108 quarter hours through a combination or previously completed coursework and coursework completed while enrolled in the program.

Facial Applications for Cosmetic Acupuncture (FACE) Certificate

Please review institutional admissions requirements/policies/procedures in the Policies and Procedures section of this catalog.

- Cumulative GPA of 3.0 or greater
- Proof of graduation from ACAHM-accredited college or its equivalent
- Must be licensed as an acupuncturist (or licensing equivalent where there is no licensing).

Exceptions to the aforementioned requirements may be made for Pacific College of Health and Science students who are past their second-year comprehensive examinations and maintain a cumulative GPA of 3.0 or higher. If students are granted this exception and enrolled concurrently in both the FACE program and another Pacific College of Health and Science degree/certificate program, we want to ensure their success. However, it's important to note that any scheduling conflicts, such as exams or clinic shifts, between the programs will not be overlooked. Absences from either will not be excused. Any scheduling conflicts will need to be addressed by the students proactively before enrolling.

Please keep in mind that it is vital to ensure that all program assignments align with the acupuncture regulations of the state governing body where clinical requirements are fulfilled. This includes meeting any licensure and malpractice requirements.

Associate of Applied Science Holistic Health Science (AAS HHS)

Associate of Occupational Studies Massage Therapies (AOS MT)

Certificate of Massage Therapy/ Asian Bodywork (CMT/AB)

Please review institutional admissions requirements/policies/procedures above.

- GPA of at least a 2.0 with the following guidelines:

1. An applicant who presents a high school (HS) transcript with a GPA below 2.0, but who has earned a prior degree, or who has completed 12 or more college general educations credits with a GPA of 2.0 or higher may be accepted into the massage therapy and associate degree programs with less than a 2.0 HS GPA.

2. Applicants who present a GED must present a total score of at least 2475, (the minimum score is 2250); the state high school proficiency examination scores must be 10% above the standard for the test. In California, the CHSPE score in both the math and reading sections must be 385 or higher (passing is 350 in each section).
3. A DD form 214 verifying status as a high school graduate or equivalent qualify as a 2.0 GPA due to evaluation through the US military school certification process.
4. Applicants whose GPA is below 2.0 may be considered for conditional admissions.

- Applicants are required to provide the College with an official high school transcript, a GED certificate, or results of a state certified completion of a high school equivalency exam*. Copies of these documents are accepted to begin the application and enrollment process.
- Proof of a previously earned, accredited associate degree or higher is also acceptable for admission to these programs.
- A notarized translation of foreign high school transcript bearing graduation date and an academic evaluation certifying accredited equivalency to an American high school program are also acceptable. In addition, the DD form 214 verifying status as a high school graduate or equivalent with course and grade equivalencies (if available) is also acceptable.

* Note: Students in the massage therapy and associate degree programs may be required to obtain all post-high school transcripts if flagged for verification by the Department of Education for enrollment history.

NURSING

Holistic Nursing Certificate (HNC)

Please review institutional admissions requirements/policies/procedures above.

- A programmatically accredited (ACEN, NLN CNEA) Associate Degree in Nursing or higher
- Official cumulative GPA of 2.75 or higher in previous undergraduate college level work
- Active, unencumbered Registered Nurse (RN) license in the state(s) or jurisdiction(s) where the student's clinical experience will occur

Clinical Experiences
All students will be required to complete clinical learning experiences in their state of RN licensure to fulfill the requirements of the baccalaureate degree in nursing.

To be eligible for Holistic Nursing Certificate clinicals, proof of the following is required prior to clinical attendance:

- Active unencumbered Registered Nurse (RN) license or a multi-state RN license covering the state(s) where the clinical experience will take place
- Cleared background check
- Negative 10 panel urine drug screen submitted within 3 months prior to first clinical course (includes Tetrahydrocannabinol [THC], a component of marijuana/ cannabis)
- Personal health insurance
- Professional liability/malpractice insurance ($1,000,000 per occurrence and $3,000,000 in the aggregate)
- Current American Heart Association Basic Life Support certification
- TB status within the last 12 months by submitting one of the options:
  - Negative Two-Step TB skin test OR
  - 2 consecutive negative annual TB skin test OR
  - Negative TB screening blood test. (IGRA, T-Spot, QuantiFERON Gold)
  - Documentation of a previously positive TB screening test or diagnosis of TB or Latent TB Infection with a symptom-free questionnaire and chest x-ray results that rule-out TB.
- Hepatitis B ("HBV/Hep B/HBsAb"): 3 vaccines (series in progress acceptable) OR serological evidence of immunity OR documentation of non-responder status
- Measles, Mumps, and Rubella IgG: Documentation of 2 vaccines (series in progress acceptable) OR serological evidence of immunity to each
- Varicella IgG: Documentation of 2 vaccines (series in progress acceptable) OR serological evidence of immunity
- Tetanus, Diphtheria, and Pertussis (Tdap) vaccine (date must be within 10 years)
- Influenza vaccine (date must be current season, date will depend on time of year)
- Driver's license or state issued identification
- Physical examination completed within the last 12 months. PCHS Health History/Physical form must be signed by licensed healthcare provider

Note that clinical sites may have additional compliance requirements including COVID-19 vaccine and booster. Students who are assigned to these sites will need to comply with these requirements to participate in clinical.

All proof must be submitted by the specified due date or the student will be prevented from registering for or withdrawn from the course.

Bachelor of Science in Nursing (Prelicensure Option)
Please review institutional admissions requirements/policies/procedures above.

Admissions decisions will be based on a holistic review of each applicant, including a comprehensive review of the candidate's academic performance and entrance exam (TEAS) scores.

The minimum requirements to be considered for admission are:

- Cumulative GPA ≥ 2.75
  - HS GPA must be used if applicant has ≤ 12 college credits
    - » Applicants who have completed the GED (5th series, 2014-present)* in lieu of a traditional high school diploma and who have earned ≤12 college credit hours must meet or exceed a minimum score of 175 on each section of the GED exam
    - » *4th series (2022-2013): minimum score of 500 on each section of the exam
    - » *3rd series (1988-2011): minimum score of 50 on each section of the exam
  - College GPA must be used if ≥ 13 college credits have been awarded
- All official transcripts from all accredited (regional or national) post-secondary institutions (e.g. colleges, community colleges, universities, etc.) attended must be submitted and used in the calculation of a college GPA
  - » No earned grades will be omitted from the calculation of the cumulative GPA. An earned grade will be used in the cumulative GPA calculation even if it is not eligible for transfer. For example, a grade of C in College Mathematics cannot be transferred, but that C grade will be used in the cumulative GPA calculation for admission purposes.
- Test of Essential Academic Skills (TEAS)
  - Exam must be taken onsite at the New York campus
  - Minimum composite score of 68
  - Applicants are allowed a maximum of three attempts to take the TEAS exam within a six-month period, with mandatory remediation between each attempt.
  - TEAS scores must be obtained within a year (365 days) of admission application.
  - Failure to meet the composite score minimum benchmark or exceeding the maximum number of attempts will render the applicant ineligible for admission to the nursing program.
- Effective for applicants/students beginning enrollment for the Winter 2027 Term and beyond: The TEAS requirement is waived for students who have:
  - earned a bachelor's degree with a cumulative GPA ≥ 2.75, or
  - earned an associate's degree with cumulative GPA ≥ 3.0
- Background check (results must allow a student to participate in clinical at every contracted agency per PCHS and agency agreement). Note: PCHS is not responsible for determining the effect of any prior criminal history on an applicant's/student's ability to be licensed as an RN in any US state or jurisdiction. For information related to criminal history and RN licensure, contact the state board of nursing where licensure is desired)
- Drug screen (screen includes tetrahydrocannabinol [THC], a substance in marijuana)
- Vaccine record indicating:
  - 2 doses of live measles vaccine (serological evidence of immunity can substitute)
  - 1 does of live mumps vaccine (serological evidence of immunity can substitute)
  - 1 dose of live rubella vaccine (serological evidence of immunity can substitute)
  - At least 1 dose of meningococcal ACWY vaccine within the last 5 years or a complete 2- or 3-dose series of MenB; or A signed form indicating that the student will obtain meningococcal vaccine within 30 days.

Note that applicants academically dismissed from another nursing program or who have failed previous nursing courses are not eligible for admission to the Bachelor of Science in Nursing (Prelicensure Option) program. While applicants with evidence of academic dismissal from a nursing program or prior nursing course failures will be denied admission, they can appeal the decision to the Dean of Nursing.

Clinical Experiences
To be eligible for Bachelor of Science in Nursing (Prelicensure Option) clinicals, proof of the following is required prior to clinical attendance:

- Negative urine drug screen (includes screening for Tetrahydrocannabinol (THC) - one of the components of marijuana/cannabis) within 3 months of starting clinical[1]
- Clear background check[2]
- Personal health insurance[3]
- Current American Heart Association Basic Life Support certification[4]
- TB status[2] within the last 12 months by submitting one of the options:
  - Negative Two-Step TB skin test OR
  - Negative TB screening blood test. (IGRA, T-Spot, QuantiFERON Gold)
  - Documentation of a previously positive TB screening test or diagnosis of TB or Latent TB Infection with a symptom-free questionnaire and chest x-ray results that rule-out TB.

[1] Expires every 6 months, [2] Expires annually, [3] Continuous coverage provided, [4] Expires every 2 years

- Hepatitis B (HBV/Hep B/HBsAb): serological evidence of immunity OR documentation of non-responder status. Special follow-up will be required for those whose vaccination series is in process
- Measles, Mumps, and Rubella IgG: serological evidence of immunity to each. Special follow-up will be required for those whose serological evidence suggests that they are not immune
- Varicella IgG: Serological evidence of immunity. Special follow-up will be required for those whose vaccination series is in process
- Tetanus, Diphtheria, and Pertussis (Tdap) vaccine (date must be within 10 years)
- Influenza vaccine[2] (date must be current season, date will depend on time of year)
- COVID-19 vaccine
  - Initial vaccination of a COVID-19 vaccine:
  - one dose of a one-dose regimen -OR-
  - first and second doses of a two-dose regimen -AND-
  - a booster vaccination: initial booster (2020 - 2022) -OR- multivalent COVID-19 vaccine (2023 to current)
- Driver's license or state issued identification
- N95 mask fit test[2] - passed
- Physical examination[2] completed within the last 12 months. PCHS Health History/Physical form must be signed by licensed healthcare provider and the box "The student is cleared to participate in direct patient-care clinical practice without limitations" must be checked.

All proof must be submitted by the established deadline, or a registration hold will be implemented. Placement in a clinical is not possible unless the deadline is met. If a student submits verification of all required elements after the deadline, the student will not be able to participate in clinical learning during the following term.

Note that clinical sites may have additional compliance requirements including but limited to further COVID-19 vaccination and booster and more recent/frequent urine drug screening and background check. Students who are assigned to these sites will need to comply with these requirements by the established deadlines to participate in clinical. If a student submits verification of additional required elements after the deadline, the student will not be able to participate in clinical learning during the following term.

The National Council of State Boards of Nursing has defined the following functional abilities that a nurse must possess to practice safely and effectively. They are the non-academic requirements of the Bachelor of Science in Nursing (prelicensure) program option, and they comprise physical, emotional, and professional demands required of a nurse. Applicants and admitted students must assess whether the following functions can be performed with or without accommodations. Students who have documented disability will work with college disability support services to determine if reasonable accommodation can be provided. See section on Disability Support Services.

GROSS MOTOR SKILLS

- Move within confined spaces
- Sit and maintain balance
- Stand and maintain balance
- Reach above shoulders (e.g., IV poles)
- Reach below waist (e.g., plug electrical appliance into wall outlets)

FINE MOTOR SKILLS

- Pick up objects with hands
- Grasp small objects with hands (e.g., IV tubing, pencil)
- Write with pen or pencil
- Key/type (e.g., use a computer)
- Pinch/pick or otherwise work with fingers (e.g., manipulate a syringe)
- Twist (e.g., turn objects/knobs using hands)
- Squeeze with finger (e.g., eye dropper)

PHYSICAL ENDURANCE

- Stand (e.g., at client side during surgical or therapeutic procedure)
- Sustain repetitive movements (e.g., CPR)
- Maintain physical tolerance (e.g., work entire shift)

PHYSICAL STRENGTH

- Push and pull 25 pounds (e.g., position patients)
- Support 25 pounds of weight (e.g., ambulate patient)
- Lift 25 pounds (e.g., pick up a child, transfer patient)
- Move light objects weighing up to 10 pounds (e.g., IV poles)
- Move heavy objects weighing from 11 to 50 pounds
- Defend self against combative patient
- Carry equipment/supplies
- Use upper body strength (e.g., perform CPR, physically restrain a patient)
- Squeeze with hands (e.g., operate fire extinguisher)

[1] Expires every 6 months, [2] Expires annually, [3] Continuous coverage provided, [4] Expires every 2 years

MOBILITY
- Twist
- Bend
- Stoop/squat
- Move quickly (e.g., response to an emergency)
- Climb (e.g., ladders/stools/stairs)
- Walk

HEARING
- Hear normal speaking level sounds (e.g., person-to-person report)
- Hear faint voices
- Hear faint body sounds (e.g., blood pressure sounds, assess placement of tubes)
- Hear in situations when not able to see lips (e.g., when masks are used)
- Hear auditory alarms (e.g., monitors, fire alarms, call bells)

VISUAL
- See objects up to 20 inches away (e.g., information on a computer screen, skin conditions)
- See objects up to 20 feet away (e.g., patient in a room)
- See objects more than 20 feet away (e.g., patient at end of hall)
- Use depth perception
- Use peripheral vision
- Distinguish color (e.g., color codes on supplies, charts, bed)
- Distinguish color intensity (e.g., flushed skin, skin paleness)

TACTILE
- Feel vibrations (e.g., palpate pulses)
- Detect temperature (e.g., skin, solutions)
- Feel differences in surface characteristics (e.g., skin turgor, rashes)
- Feel differences in sizes, shapes (e.g., palpate vein, identify body landmarks)
- Detect environmental temperature (e.g., check for drafts)

SMELL
- Detect odors from patient (e.g., foul smelling drainage, alcohol breath, etc.)
- Detect smoke
- Detect gases or noxious smells

READING
- Read and understand written documents (e.g., policies, protocols)

ARITHMETIC COMPETENCE
- Read and understand columns of writing (flow sheet, charts)
- Read digital displays
- Read graphic printouts (e.g., EKG)
- Calibrate equipment
- Convert numbers to and/or from the Metric System
- Read graphs (e.g., vital sign sheets)
- Tell time
- Measure time (e.g., count duration of contractions, etc.)
- Count rates (e.g., drips/minute, pulse)
- Use measuring tools (e.g., thermometer)
- Read measurement marks (e.g., measurement tapes, scales, etc.)
- Add, subtract, multiply, and/or divide whole numbers
- Compute fractions (e.g., medication dosages)
- Use a calculator
- Write numbers in records

EMOTIONAL STABILITY
- Establish therapeutic boundaries
- Provide client with emotional support
- Adapt to changing environment/stress
- Deal with the unexpected (e.g., patient going bad, crisis)
- Focus attention on task
- Monitor own emotions
- Perform multiple responsibilities concurrently
- Handle strong emotions (e.g., grief)

ANALYTICAL THINKING
- Transfer knowledge from one situation to another
- Process information
- Evaluate outcomes
- Problem solve
- Prioritize tasks
- Use long-term memory
- Use short-term memory

CRITICAL THINKING
- Identify cause-effect relationships
- Plan/control activities for others
- Synthesize knowledge and skills
- Sequence information

INTERPERSONAL SKILLS
- Negotiate interpersonal conflict
- Respect differences in patients
- Establish rapport with patients
- Establish rapport with co-workers

COMMUNICATION SKILLS
- Teach (e.g., patient/family about healthcare)
- Explain procedures
- Give oral reports (e.g., report on patient's condition to others)
- Interact with others (e.g., healthcare workers)
- Speak on the telephone
- Influence people
- Direct activities of others
- Convey information through writing (e.g., progress notes)

TRANSFER CREDITS

Notice Concerning Transferability of Credits and Credentials Earned at Our Institution.

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

General Transfer Credit Policy

- **Individual programs may have specific transfer credit requirements that supersede the general transfer credit policy below. Please refer to the program-specific transfer credit policies that follow or speak with an admissions representative for more information.** Eligible applicants will receive an official transfer credit evaluation detailing how their previous coursework applies to their intended program of study. Credit decisions rest with Pacific College of Health and Science and are final.
- Transfer credit may be awarded for equivalent coursework documented by an official transcript that indicates the units or hours of training in each subject. Degree-level may determine transferability. For example, undergraduate courses may not be transferable to graduate-level coursework.
- Only coursework completed at an accredited or candidate institution of an agency recognized by the Secretary of Education may be transferable.
- Transfer credit may be granted, for a limited number of courses, to individuals who have passed a state-recognized licensing examination; requirements vary by program.
- Transfer credit is officially recorded by the end of your first term.
- Coursework taken at another institution after admission to Pacific College of Health and Science is not transferable unless approved in advance in writing by the program dean/director and the transfer analyst team.
- Students who receive additional transfer credit approval for an enrolled course after the add/drop deadline and before 60% of the class has occurred can withdraw from the course with a full tuition refund, no drop fee, and a grade of W (withdraw without academic penalty). Transfer credit will not be approved if more than 60% of the enrolled class has been completed.
- Coursework transferred is not included when computing grade point average.

Pacific College of Health and Science has not entered into an articulation or transfer agreement with any other college or university at time of publication.

Intercampus Transfer Policy

Continuing students who are in good standing at one of the Pacific College of Health and Science campuses are eligible to transfer to one of the other three locations: San Diego, Chicago, or New York. Students may only transfer if the campus they wish to attend offers the same program or if they are eligible for a program change. Prior to transferring, students will need to sign a new Enrollment Agreement, which could potentially impact program requirements, financial aid, or veteran benefits. Students should consult with their current academic advisor and the Financial Aid Office regarding their eligibility for transfer and potential impacts.

To be eligible for transfer, students must be in good academic standing and must have no outstanding balance at their current campus. Students who transfer campuses are not eligible for a second transfer to another campus until they have completed two consecutive terms at the new campus. A $100 transfer fee must be paid to the Registrar's Office in order to complete the transfer process.

ACUPUNCTURE AND CHINESE MEDICINE TRANSFER CREDIT POLICY

Doctor of Acupuncture (DAc)

Doctor of Acupuncture with a Chinese Herbal Medicine Specialization (DAcCHM)

Master of Science in Acupuncture (MSAc)

Master of Science in Acupuncture with a Chinese Herbal Medicine Specialization (MSAcCHM)

- A grade of "Pass" or "C" (2.0) or above is required for transfer; requirements vary by program.
- Credit must have been earned within the last five years unless the applicant provides acceptable evidence of continuous activity within the last two years in the specific field for which transfer credit is requested.

Students in the DAcCHM/MSAcCHM program are qualified to sit for the California Acupuncture Licensure Exam and are subject to the following California Acupuncture Board (CAB) regulations:

- Subject to relevant state regulations and licensing agency rules, applicants may receive transfer credit for up to 50% of the total program credit requirements. Of that 50%, no more than 25% of the program clinical training requirements may be accepted as transfer credit.
- Up to 100% transfer credit may be awarded for courses completed successfully in biology, chemistry, physics, psychology, anatomy, physiology, pathology, and vitamins, history of medicine, medical terminology, clinical science, clinical medicine, Western pharmacology, cardiopulmonary resuscitation, practice management, and ethics at a school which is approved under Article 4, Section 94770 of Chapter 7 of Part 59 of the Education Code or by an accrediting agency recognized by the U.S. Department of Education.

Pacific College of Health and Science does not grant transfer credit for the following courses: Advanced Clinical Internships and Advanced Needle Techniques. Transfer students must take either Clinical Observation or a Clinical Assistantship course at Pacific College of Health and Science prior to entering any level of clinical training.

Transfer credit for Practice Management and Ethics and Eastern & Western Nutrition are only granted for comparable courses taken at accredited acupuncture colleges. Other prior business and nutrition courses are not transferable.

Transitional (Completion) Doctorate of Acupuncture (T-DAc)

Transitional (Completion) Doctorate of Acupuncture with a Chinese Herbal Medicine Specialization (T-DAcCHM)

- No more than 5 units of transfer will be granted (PCHS acupuncture graduates are the exception).
- Credit must have been earned within the last five years unless the applicant provides acceptable evidence of continuous activity within the last two years in the specific field for which transfer credit is requested.
- Only graduate-level courses completed with a grade of C or better are eligible.
- A minimum of 17 units must be completed at Pacific College of Health and Science.

Certificate in Chinese Herbal Medicine (CCHM) for Licensed Acupuncturists

Facial Applications for Cosmetic Acupuncture (FACE) Certificate

- No transfer credit policy

ASIAN HOLISTIC HEALTH AND MASSAGE TRANSFER CREDITS

Associate of Applied Science Holistic Health Science (AAS HHS)

Associate of Occupational Studies Massage Therapies (AOS MT)

Certificate of Massage Therapy/Asian Bodywork (CMT/AB)

- San Diego: transfer credit maximum is 50% of a CAMTC-school approved program
- New York: transfer credit maximum is 25% of program or approximately 250 hours
- Credit must have been earned within the last five years unless the applicant provides acceptable evidence of continuous activity within the last two years in the specific field for which transfer credit is requested.
- A grade of "Pass" or "C" (2.0) or above is required for transfer; requirements vary by program. .

MSAc, MSAcCHM and Entry-Level DAc and DAcCHM Degree Students in Massage Programs Policy

Acupuncture degree seeking students can earn transfer credit from the acupuncture degree toward the massage therapy program. They are awarded a tuition rebate toward the cost of massage licensure. If master's degree students complete the massage classes instead of using their transfer credit, they receive a rebate towards the cost of massage licensure.

NURSING TRANSFER CREDIT POLICY

Master of Science in Nursing (MSN): Holistic Nurse Coach*

* PCHS is not accepting applications for this program option at this time

- The consideration for transferring in of credits to replace any MSN course includes course content, complexity, assessment standards, and inclusion of holistic aspects.
- Courses must have been taken within the past five years at a programmatically accredited master's in nursing program with an earned grade of "pass" or "B-" or above to be transferable. Courses must also be graduate-level and comparable to Pacific College of Health and Science MSN courses.
- Applicants may receive transfer credit for up to 25% (or 10 credits) of courses.
- Courses taken to fulfill requirements of the Bachelor of Science in Nursing (RN-to-BSN Completion Option) may not be used to fulfill requirements for the MSN.
- Specialty track courses are not eligible to receive transfer credit.

Bachelor of Science in Nursing (RN-to-BSN Completion Option)*

* PCHS is not accepting applications for this program option at this time

- Licensed RNs who have earned an associate degree or diploma in nursing from a programmatically accredited (ACEN, NLN CNEA) will be granted 34 credit hours of proficiency credit for prior nursing coursework.

- A total of 60 credits of general education coursework is required for the degree. Nine of these credits must be taken at Pacific College of Health and Science. The remaining 51 may be transferred in or taken at Pacific College of Health and Science:
  - 6 credits of English
  - 6 credits of Communication
  - 6 credits of Behavioral Sciences (psychology or sociology)
  - 6 credits of Humanities (3 credits ≥300 level); philosophy, history, literature, art, religion, music, foreign language, etc.)
  - 27 credits of any Arts and Sciences discipline (6 credits ≥300 level)

Holistic Nursing Certificate (HNC)

- No transfer credit policy

Bachelor of Science in Nursing (Prelicensure Option)

A minimum of a grade of B- must be obtained in and must have been taken within the last 5 years for the following courses to be transferred:

- MA102: College Algebra
- BIO110/BIO110L: Human Anatomy and Physiology I with Lab
- BIO210/BIO210L: Human Anatomy and Physiology II with Lab
- BIO315/BIO315L: Microbiology with Lab

In addition, the following courses, with their accompanying lab, must always be transferred together:

- BIO110/BIO110L: Human Anatomy and Physiology I with Lab
- BIO210/BIO210L: Human Anatomy and Physiology II with Lab
- BIO315/BIO315L: Microbiology with Lab

For example, you cannot transfer in BIO110 Human Anatomy and Physiology I and just take BIO110L Human Anatomy and Physiology I Lab, or vice versa.

All other non-general education courses transferred to PCHS must have a minimum grade of C.

The following courses cannot be transferred:

- NR (Nursing) courses
- BIO300: Pathophysiology
- BIO400: Psychoneuroimmunology

The program accepts transfer credits from approved alternate course credit providers for specific courses in the following categories:

- Writing and communications
- Social sciences
- Arts and humanities
- Science: introductory courses in biology, chemistry, and nutrition
- Mathematics: algebra and statistics

The College does not accept transfer credits from approved alternate course credit providers for the following courses:

- Anatomy and physiology/labs
- Microbiology

Applicants may receive transfer credit for up to 57 credits for general education coursework.

Non-Traditional Credits & Prior Learning Assessment

In order to meet the pre-requisite requirement of 60 or 90 credits earned (dependent on your chosen program), we will accept credits earned from the following organizations and national testing programs:

- College Board Advanced Placement (AP)
- College Board College Level Examination Program (CLEP)
- American College Testing Proficiency Examination Program (ACT/PEP)
- Berlitz Language Evaluation
- StraighterLine
- Study.com
- U.S. Armed Forces Institute (USAFI) program
- Defense Activity for Non-Traditional Education Support (DANTES/DSST) tests

Non-traditional credits can also be earned toward transfer credits and general education requirements, as well as pre- and co-requisite requirements. For these requirements, we will accept credits earned from the following organizations and national testing programs:

- College Board Advanced Placement (AP)*
- College Board College Level Examination Program (CLEP)
- American College Testing Proficiency Examination Program (ACT/PEP)
- U.S. Armed Forces Institute (USAFI) program
- Defense Activity for Non-Traditional Education Support (DANTES/DSST) tests

* To receive credit, students must submit an original copy of their scores directly from the College Board. We cannot accept AP scores from high school or college transcripts. Each AP examination with a score of 3, 4 or 5 will be granted three (3) undergraduate credits; credit will not be given for scores of 2 or 1.

Only the following courses are pre-approved to use toward transfer credits needed, general education, pre-, and co-req requirements:

- General chemistry
- General psychology
- General biology
- College-level math

* Any other courses can be submitted case-by-case for approval from our academic teams.

For transfer credits and pre- and co-requisite requirements, you may apply for up to 30 credits towards the model curriculum.

Auditing Classes

Students may choose to audit a class for which they already have credit for a reduced fee. (See fee pages or ask the Academic Dean or Student Advisor.) Auditing classes outside a student's major or minor program coursework, for which a student does not already have credit, is also possible at full tuition. Academic dean or student advisor approval is required. Auditors must respect the priority access of credit students to teachers' time. Auditing is permitted on a space-available basis only.

Students in the nursing programs are not permitted to audit NR-designated courses

STUDENT ACADEMIC STANDARDS



Access to high-speed internet is required. The Pacific College of Health and Science campus cannot be the only source of high-speed internet as students will need to access web-based software to complete many course assignments.

Schedule of Classes

An academic calendar is published in this catalog. A more detailed academic calendar may be downloaded from the College website and is given to students each year. Students who begin the program in the fall often have the choice of day or evening courses. Day classes are typically three hours and offered from 9 a.m.-12 p.m. or 1:30–4:30 p.m., but students should expect some variation. Online classes may begin as early as 6 a.m. Most evening classes are three hours and held between the hours of 5:30–8:30 p.m., 6:00–9:00 p.m., or 6:30–9:30 p.m. Our goal is to begin weeknight classes late enough that working people can attend without rushing from work, and to end early enough to prevent fatigue the next day. Weekend classes may be held anytime between 9 a.m. and 6 p.m.

Acupuncture clinical instruction is scheduled during the clinic's business hours. However, the College will limit such groups' choices during the internship phase, and when the number of students falls below the number necessary to provide multiple schedules. Each term is 15 weeks, with a potential intensive clinical week in April and/or August, following week 15. The seven weeks of vacation time normally includes three weeks for the winter holiday season, two weeks in the spring, and two weeks in the summer. For the purposes of all holidays and vacation periods during which students do not have class, the San Diego campus academic calendar applies to all online students.

For the Bachelor of Science in Nursing (Prelicensure Option), class times and clinical learning laboratory times are scheduled to accommodate clinical site availability and will take place between the hours of 8:00 a.m.–9:00 p.m. Monday–Saturday. Clinicals are scheduled throughout the semester and may take place around the clock (including overnight shifts) on any of the 7 days of the week. Clinical generally takes place in 8- or 12-hour shifts.

The maximum number of students in a regularly scheduled lecture class is 40–45. The maximum student/teacher ratio in practical classes that involve learning demonstrations of specific techniques by students during class (e.g., acupuncture point location, physical diagnostic techniques etc.) is 15:1. In addition to the faculty member, one teaching assistant is assigned per 15 students.

For the Bachelor of Science in Nursing (Prelicensure Option), courses are hybrid with online sections limited to 25-30 students. Clinical learning laboratory ratio is 16:1. Clinical group size is determined by several factors including facility policy/guidelines and type of experience, but in no case will the ratio exceed 8:1 or that which is allowable by state regulations (whichever is lower).

Study outside the classroom is an integral and important part of every program. The average student should expect to study approximately two hours for every hour of instruction in academic courses while clinic preparation may require less outside work. The above workload and schedule descriptions are meant for general information purposes only. Students should expect some variation by program from course to course, and term to term.

Grading System
Students receive letter grade symbols in all academic and clinical courses. Current course progress can be accessed in their Moodle or BlackBoard course shell at any time during the term. Final grade symbols are measured and assigned at the completion of each term. Final grades are normally submitted by the faculty member within seven days following the final examination. Access to final grades is available to students via the student portal.

Letter Grade Standards:

GRADE	PERCENT (%)
A	94-100%
A-	90-93%
B+	87-89%
B	84-86%
B-	80-83%
C+	77-79%
C	70-76%
F	69% or lower
I	Incomplete

For select courses in the Bachelor of Science in Nursing (Prelicensure Option), students must achieve an exam average of 77% to pass the course (failure to do so will result in a letter grade of F). Additional course requirements will not be taken into consideration in determining a final course grade if the 77% exam average is not achieved. This applies to the following courses:

- BIO300: Pathophysiology*
- NR354: Holistic Health Assessment*
- NR310: Essentials of Nursing Practice
- NR452: Pharmacology*
- NR312: Holistic Caring for Adults I
- NR314: Holistic Caring for Families
- NR410: Holistic Mental Health and Wellness Nursing
- NR 412: Holistic Caring for Adults II
- NR404: Community Health Nursing*

* This policy does not apply to students in the Bachelor of Science in Nursing (RN-to-BSN Completion Option).

For select courses in the Bachelor of Science in Nursing (Prelicensure and RN-to-BSN Completion Options), a satisfactory must be achieved in the lab and clinical portions of the course to be assigned a grade based on scores achieved in the didactic portion of the course. Failure to achieve satisfactory performance in lab or clinical will result in a grade of "F" for the course. This applies to the following courses:

- NR354: Holistic Health Assessment
- NR310: Essentials of Nursing Practice
- NR312: Holistic Caring for Adults I
- NR314: Holistic Caring for Families
- NR410: Holistic Mental Health and Wellness Nursing
- NR 412: Holistic Caring for Adults II
- NR404: Community Health Nursing
- NR425: Senior Seminar and Practicum

For select general education course pairs that are part of the Bachelor of Science in Nursing (Prelicensure Option) program that consist of separate didactic and a lab courses, the didactic course must always be taken with the lab course even if one or the other was previously passed. One can never be taken without the other as the lab course applies principles that are learned in the didactic course. These courses are:

- BIO110/BIO110L: Human Anatomy and Physiology I with Lab
- BIO210/BIO210L: Human Anatomy and Physiology II with Lab
- BIO315/BIO315L: Microbiology with Lab

Evaluation of Courses
Students are asked to submit evaluation forms at the completion of each course. Student input is valued to improve the course content and assess teaching and learning at the College. Evaluations are submitted anonymously, and no identifying student information is available to faculty members. Course evaluations are necessary to meet accreditation requirements.

Extenuating Circumstances
Throughout this section of the catalog the phrase "extenuating circumstances" may appear. Extenuating circumstances (ECs) are unexpected unforeseen circumstances outside of the student's control that make it difficult for a student to participate in classes or assessments (e.g., serious illness, complications of pregnancy, labor or delivery, deaths in the family, military deployment, unforeseen immigration issues, natural or human-caused disasters, verified religious holiday observance, etc.).

Authorized Incomplete Grade

The symbol "I" (Incomplete Authorized) indicates that a portion of the required coursework has not been completed and evaluated in the prescribed time period due to unforeseen but justifiable reasons (see Extenuating Circumstances) and that there is still a possibility of earning credit.

Students must submit a petition for an incomplete grade at least 72 hours before the final class and must receive approval from the responsible faculty member and the academic dean or student advisor. An "I" shall not be assigned when the only way a student can make up the work would be to attend a major portion of the course when it is next offered. An "I" also may not be assigned when the student's GPA in the class is less than 70%. An "I" will be allowed for missing a final exam only in continued, documented extenuating circumstances that would prevent the completion of a make-up exam within one week of the original exam date.

A student receiving an "I" must make up the specified deficiencies and receive a grade by the end of the eighth day of the next term, or the "I" automatically becomes an "F" on the ninth day of the term, and the course must be retaken at normal tuition rates. It is the student's responsibility to ascertain that the faculty member has delivered the final grade to the administration by the eighth day of the following term.

Academic Grading System

A plus/minus system is used at Pacific College of Health and Science at the discretion of the faculty member. The grades A+, C-, D+, D, D-, and F+ are not used. In general, "A" indicates outstanding achievement and is available for the highest accomplishment. "B" indicates average and satisfactory performance. "C" is minimally passing. "F" is failing. "P" indicates passing and is not calculated in the grade point average.

When a student's individual course grade average includes a "0.5", the grade will be rounded up to the next whole number. F is used to indicate a failing grade.

ACADEMIC GRADING SYSTEM

GRADE	GPA	POINTS	GRADE	GPA	POINTS
A	4.00	4.00/unit	C+	2.33	2.33/unit
A-	3.66	3.66/unit	C	2.00	2.00/unit
B+	3.33	3.33/unit	F	0.00	0.00/unit
B	3.00	3.00/unit	I	n/a	n/a
B-	2.66	2.66/unit	P	n/a	n/a

ADMINISTRATIVE GRADING SYSTEM

GRADE	POINTS	EXPLANATION
IP	n/a	In Progress (Satisfactory)
W	n/a	Official Withdrawal
WF	0.00	Unofficial or Late Withdrawal Failure
RD	n/a	Report Delayed
AU	n/a	Audit (No Credit)
T	n/a	Credit by Transfer
CH	n/a	Credit by Challenge
NP	n/a	Non-Proficient: issued by administration for failure of 1st or 2nd comprehensive exam section(s). (Formerly "NG-No Grade")
P	n/a	Proficient: issued by administration for passing the 1st or 2nd comp exams.
RF	n/a	Failure Grade Replaced
RC	n/a	C-Grade Replaced
RM	n/a	Requirement Met

Calculation of Grade Point Average (GPA)

Grade point average (GPA) is calculated by dividing the total amount of grade points earned by the total number of academic units attempted. The GPA is a weighted average based on course units, for example:

GRADE	COURSE UNITS	GRADE OR "QUALITY POINTS" EARNED
A	1	4
A	3	12
B	1	3
B	3	9
Totals	8	28

The GPA is determined by dividing 28 (total grade points) by 8 (credits attempted) = 3.5

The GPA may range from 0.0 to a 4.0.

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

Withdrawal Grade
The symbol "W" indicates that the student was permitted to drop a course after the add/drop period and before 60% of instruction was completed. Prorated tuition charges apply according to the refund policy. The administrative symbol "W" for withdrawal may not be assigned by a faculty member.

For students enrolled in the prelicensure Bachelor of Science in Nursing program, courses offered during the core nursing semesters are sequential and seat-limited. Students may withdraw from no more than two (2) courses during the core nursing portion of the program. This policy applies to all NR-designated nursing courses as well as BIO300 and BIO400. Students who withdraw from a core nursing course must repeat the course in its entirety during the next term in which the course is offered in order to progress in the nursing sequence.

A student may withdraw from a specific course only once. A second withdrawal from the same course will be recorded as a "WF" (Withdrawal Failure), which is treated as a course failure for purposes of academic progression in the nursing program.

Withdrawals associated with documented extenuating circumstances, such as serious illness, surgery, childbirth, hospitalization, military obligation, or other extraordinary events, may be reviewed on a case-by-case basis by the Dean of Nursing or designee and may be excluded from the withdrawal limits described above.

Withdrawal Failure
Students who drop a course after 60% of the course has been presented earn a grade of "WF" (Withdrawal -Failure). A "WF" grade counts as an "F" (0.0) when calculating grade point averages and other academic requirements. There is no refund for the course, and it must be repeated at normal tuition costs.

Unofficial Withdrawal Failure
Students who are administratively dropped because of failure to inform the registrar that they stopped attending class are assigned a grade of "WF" (withdrawal failure). A "WF" grade counts as an "F" (0.0) when calculating grade point average. Unless all courses are dropped due to attendance, the course(s) refund will be prorated according to the last day of attendance in each course.

Administrative Transcript Notations
Administrative transcript notations may be entered on transcripts for the following reasons:

- Disciplinary actions
- Academic probation
- Academic disqualification
- Withdrawal
- Leave of absence

Any student seeking to appeal such transcript notations may do so by formal query to the Student Success Committee.

Make-Up Exam Rules
Approval for making up a missed exam is at the discretion of the faculty member or academic dean. Faculty members are not obligated to excuse a student from an exam and may assign a failing grade for a missed exam. Frequent use of the make-up exam policy may require a meeting with the academic dean or student advisor.

Students should notify the faculty member as early as possible if they will miss an exam and provide the reason. If approved, make-up exams should be completed within one week of the original exam date. Students may receive an alternative exam instead of the original. Students are responsible for coordinating make-up exams directly with the faculty, who may seek administrative support for administering these exams.

For nursing course exams, faculty, or staff proctoring will be used. For Bachelor of Science in Nursing (Prelicensure Option), practical laboratory competency assessments must be made up within one week and evaluated by a member of the faculty. Acupuncture and massage practical make-up exams are proctored by a TA or faculty, and the student is responsible for arranging a model for these exams.

Failed Examinations: Students are not permitted to retake any failed exam in academic courses without the permission of the faculty member and the academic dean. Such permission is granted only in the case of extenuating circumstances.

Repeated Courses/ Forgiveness Policy

Courses that are not completed or in which a student is administratively withdrawn will receive a "Withdrawal Failure" (WF) grade. All courses in which a "Failing grade" or "Withdrawal Failure" grade is earned must be retaken at normal tuition rates the next time the course is offered. Students who do not retake a failed course the next time it is offered will be academically disqualified from their program. In the nursing programs, "Fail" in NR, BIO300, BIO400, BIO500, and MA102 courses is any final grade below B-. Failed courses must be retaken at Pacific College of Health and Science. The student may not take a course failed at Pacific College at another institution and transfer that credit. The student may not progress to the next sequential course, clinic shift, or comprehensive exam in the respective series until the "F" or "WF" has been remedied.

Courses that are not completed or in which a student is administratively withdrawn will receive a "Withdrawal Failure" (WF) grade. All courses in which a "Failing grade" or "Withdrawal Failure" grade is earned must be retaken at normal tuition rates the next time the course is offered. Students who do not retake a failed course the next time it is offered will be academically disqualified from their program. In the nursing programs, "Fail" in NR, BIO300, BIO400, BIO500, and MA102 courses is any final grade below B-. Any exceptions to delay the retake of a failed course must be approved in advance by the Student Success Committee. Failed courses must be retaken at Pacific College of Health and Science. The student may not take a course failed at PCHS at another institution and transfer that credit. The student may not progress to the next sequential course, clinic shift, or comprehensive exam in the respective series until the "F" or "WF" has been remedied.

For students in the prelicensure Bachelor of Science in Nursing program, a course from which a student withdraws must be repeated in the next term in which the course is offered. Failure to enroll in the course during the next available offering may result in academic disqualification from the program.

When a student repeats a course in which an "F" or "WF" has been earned, only the new grade will be calculated in the student's GPA. A student may repeat a course in which a passing grade was earned and replace it with a new grade only when such replacement is required to raise the GPA to allow further progress or graduation from a program. Full tuition costs apply.

Exception – NR425:

NR425 is the final course in the prelicensure Bachelor of Science in Nursing program curriculum and is designed to support preparation for the NCLEX-RN licensure examination. If a student does not successfully complete NR425, the student may repeat the course one time in the following term, subject to seat availability. A failure in NR425 will not count toward the program's progression limit for course failures; however, the course must be successfully completed for the student to graduate.

STUDENT ADVICE:

Pacific College of Health and Science encourages and coordinates extensive use of tutors. Don't wait to get an "F" before you seek help. If a teacher or another student has had a similar problem and worked it out, they can show you the method you need to succeed. Contact the academic dean or student advisor for help.

Independent Study

(As of this writing, the California Acupuncture Board does not allow independent study in any coursework required to complete the master's or doctoral degree program in acupuncture.) Independent study is not an automatic option for students. A student may be allowed to complete certain specific coursework by independent study if, in the opinion of the academic dean, extenuating circumstances exist and it is appropriate for the subject matter covered in the course, and only if they directly interfere with expected deadlines for state or national examinations. Students may not use independent study to accelerate completion of the program for reasons other than those above. Independent study cannot be used to fulfill an elective requirement in the nursing programs. Differences in schedules at Pacific College of Health and Science's branch campuses that interrupt or delay the progress of a student relocating to a different branch are not considered extenuating circumstances unless relocation is necessitated by an extenuating circumstance. Independent study is not applicable to any aspect of clinical training. Only students with a Pacific College of Health and Science GPA of 3.0 or better will be allowed to participate in an independent study process. No more than 12 units may be earned through independent study. Special tuition rates apply (see current Tuition and Fees).

When independent study is allowed, all arrangements must be facilitated through the administration. The subject material and evaluation methods must meet those in the course syllabus, including examinations, projects and/or term papers. Periodic meetings between the student and faculty member are required, and the actual contact hours shall not be less than one-third of the total residential hours required for the regularly scheduled course. The student must document, and the faculty member must verify, the amount of time spent on each educational activity. The total instructional activity must be at least triple the classroom time for a normally scheduled class, e.g., one credit requires 45 hours of instructional activity.

ACADEMIC (GRADES, EVALUATIONS, PERFORMANCE ASSESSMENTS) APPEALS

All students are entitled to due process and have the right to appeal a grade, evaluation, or any other summative academic or clinical/clinic assessment that they believe is:

- Inaccurate or erroneous
- Does not accurately reflect their academic or clinical/clinic performance
- Assigned in a manner that is arbitrary or capricious

This policy provides a clear and fair process for academic evaluation appeals,

Informal Resolution Process
Before submitting a formal appeal, students are expected to engage in a direct and respectful conversation with the faculty member involved. This dialogue should aim to clarify the basis for the evaluation and resolve any misunderstandings.

- Frank, transparent, and respectful communication between the student and faculty is strongly encouraged.
- Most disagreements or misunderstandings about academic performance can be resolved informally through discussion.

Formal Appeal Process

Note: The term "first-level leader" is used because this role varies across programs and may be an assistant/associate dean, program director, or department chair.

If, after discussing the matter with the faculty member, the student still believes that the grade or evaluation is:

- Inaccurate or erroneous
- Does not accurately reflect their academic or clinical performance
- Assigned in a manner that is arbitrary or capricious

They may initiate a formal appeal to the first-level leader.

Step 1: Appeal to the first-level leader
The student must submit a written appeal within two (2) weeks of receiving the disputed grade or evaluation via the appeals link.

- The written appeal must include the following:
  - A description of all attempts to resolve the issue with the faculty member
  - A comprehensive explanation of how the student believes the evaluation is erroneous, unfair, or arbitrary/capricious
  - Any relevant documentation (e.g., graded assignments, rubrics, clinical evaluations)
  - A clear statement of the student's desired outcome
- The student may seek support from the Office of Student Success in preparing the appeal.

The first-level leader:
- May meet separately or jointly with the student and faculty member involved
- Will review relevant work or documentation submitted as part of the evaluation

Decision Timeline and Outcomes
- The first-level leader will issue a written decision within three (3) weeks of receiving the written appeal.
- The decision may include one of the following outcomes:
  - Deny the appeal, upholding the original grade or evaluation
  - Grant the appeal, modifying the grade or evaluation as appropriate

Step 2: If the student is dissatisfied with the decision of the first-level leader, the student may make a final appeal to the Vice President and Dean.

- The appeal must be submitted in writing within one (1) week of receiving the first level leader's decision.
- The student may seek support from the Office of Student Services in preparing the appeal.

The written appeal must include the following:

- Comprehensive explanation of why the student believes further appeal is justified.
- New information or evidence, if available, that was not considered during the previous phase of the appeal.
- A clear statement of the desired outcome of the appeal.

The Vice President and Dean:

- Will review all documentation and any new evidence
- May meet with all relevant parties, including the student and faculty member

Decision Timeline and Outcomes

- The Vice President and Dean will issue a written decision within three (3) weeks of receiving the written appeal.
- The decision may include one of the following outcomes:
  - Deny the appeal, upholding the original grade or evaluation
  - Grant the appeal, modifying the grade or evaluation as appropriate

The Vice President and Dean's decision is final. No further appeals will be accepted.

Note: If the faculty member who assigned the grade that is under appeal is the first- or second-level leader, they will not be a decision-maker in the appeal process. In those cases, the leader accountable for deciding the appeal moves one level up. In cases where the VP and Dean is the faculty member who assigned the grade under appeal, the final level of appeal is decided by the Provost and the Executive VP of Academic Appeals.

Note: An effective and student-centered appeals process requires that all necessary interviews and data gathering occur promptly to expedite resolution, supporting the success and progression of all students involved. Therefore, students making an academic appeal must attend all interviews and meetings as requested when they are scheduled.

In the interest of efficiency, students' work or personal commitments cannot be taken into consideration when scheduling these meetings. All notifications regarding meetings and interviews will be sent via email and may be conducted in person or through video call. If a student fails to attend a scheduled meeting, they will forfeit their right to participate in the process or have their perspectives or information considered in the determination of sanctions.

Note: Appeals are individual student processes, and students are expected to communicate and participate on their own behalf. Third parties, including but not limited to family members, friends, attorneys, retained advocates, advisors, or other representatives, may not participate in, communicate on behalf of the student regarding, or otherwise intervene in the process. The College will communicate directly with the student regarding all matters related to the appeal.

To submit an **Academic Grade Appeal**, please follow the directions on the PCHS Student Hub website.

COURSE COMPLETION REQUIREMENTS

The successful completion of a course indicates the student has met minimum attendance and grade requirements, has earned transfer credit, or has successfully challenged the course, in addition to fulfilling all financial obligations.

Minimum Attendance Requirements

Mastery of acupuncture, nursing, and massage therapy requires a tremendous acquisition of theoretical knowledge and practical skills. Because of this, classroom and clinical attendance is critical. The College must also be able to verify minimum attendance for some state licensure requirements.

Attendance requirements are based on the number of academic hours for a given course and state regulations. Attendance requirements are communicated through the course syllabus.

Students must review the course syllabus at the start of the term and ensure they can meet the course attendance requirements for each course they are enrolled in during the term. A faculty member can request that the registrar drop a student with a WF who has exceeded allowable absences. Students are advised to review or speak with their instructor to understand the absence policy of a particular course. Students who exceed the total allowable absences as noted in the course syllabus are subject to academic penalty up to and including a withdrawal failing (WF) grade.

For asynchronous online didactic courses (or online asynchronous didactic course components) in nursing programs, submission of all required assignments and completion of required assessments must be completed each week for a student to be considered active and present in the course. A student who fails to engage in an online asynchronous didactic course (or component) for two consecutive weeks will be administratively withdrawn with a grade of "WF".

Students' academic success is dependent on regular attendance regularly, arriving to class on time, and staying for the entire class. Students who are found to have not participated in any academic activity for 14 consecutive days without written notification to Pacific College of Health and Science administrators will be assumed to have withdrawn from the school; a WF will be assigned for all courses, and they will be withdrawn from the program. Students who fail to begin attendance in the first 2 weeks of a course will be dropped with a WF.

Students dropped for non-attendance or failure to notify can petition for reinstatement in some or all courses by providing documented extenuating circumstances. Reinstatement requires faculty approval and is not guaranteed.

TERM DEFINITIONS

Absence Notification
Students who are found to have failed to show academic activity in courses, and who have not communicated their intention to continue in the course (absence notification) with course faculty will be withdrawn from the program.

Academic Activity:
Academic activity can be measured by participating in class and being marked present during attendance (for on-ground courses). Academic activity for asynchronous online courses is outlined on the course syllabus.

Attendance for Classes Held Online/Synchronous
The general expectation in all online synchronous class meetings is that students will have their cameras on during the class session each week for the duration of the term. If a student cannot, in a particular class session, meet the general expectations as outlined above, they must communicate the reason why to the instructor via private chat while in class, or in an email prior to class.

Attendance for Asynchronous Classes
A student is considered present for an asynchronous class when they have logged in and completed the academic activity prescribed by the instructor.

Attendance for Acupuncture or Massage Clinicals
Clinical courses require 100% attendance. Moreover, students who do not attend at least 75% of assigned clinic shifts students will receive a 'WF' and be dropped from the clinic course upon the fourth absence, regardless of whether makeup shifts have been completed. Students are required to complete makeup shifts for any missed clinics before the term's end, in coordination with the clinic staff. A maximum grace period of up to 10 minutes is permitted for each clinic shift; arriving/departing outside of this grace period will be considered an absence.

Attendance for Bachelor of Science in Nursing (prelicensure option) Labs and Clinicals
Credit hours are allotted to clinical practicum and clinical learning/simulation in multiple courses. 100% attendance is required for all clinical and lab hours. Clinical and laboratory hours must be made up when an extenuating circumstance existed for the missed time. Clinical and lab time make-up is not guaranteed due to clinical agency and faculty availability or the number of hours that were missed. There is also a limit as to the amount of clinical and lab time that can be missed. When a student misses a second lab or clinical session, they will be referred to the Dean of Nursing for eligibility to continue in the course.

Recording of Attendance
Attendance is recorded through MyPortico by the student or in the faculty portal by the faculty of record. Attendance records are maintained in Anthology Student, the student information system.

Attendance Policy for Synchronous Final Exam
In the event a student is late to the final session of a course the student will not be dropped from the course, even when the lateness would normally count as an absence. The student will not be allowed to make up any exam time lost by being late. If being late causes the student to fail the final assessment, the grade shall be entered as earned.

Attendance Under Emergency Conditions
Pacific College of Health and Science is committed to quality education and the health of its students, faculty, and staff. In the case of an emergency situation, attendance requirement policies may be suspended. Such suspension will only occur after explicit notification to institutional members. If you have any doubt about whether classes and/or clinical training is being conducted, contact your campus director or official information site.

Tardiness Policy
Students arriving 30 minutes late to class or leaving 30 minutes before the faculty member dismisses the class may be marked as absent for the class.

Senior Internship Completion (DAc/DAcCHM, MSAc/MSAcCHM programs)
The College believes that there is a benefit to seeing patients over the course of one year as a senior intern. Therefore, senior internship must be completed during at least three terms in all but the most extreme extenuating circumstances. Any request to complete senior internship in less than three terms must be made in writing to the Student Success Committee.

Minimum Grade
A grade of "C" (2.0) or higher must be earned in each academic course. A student receiving a grade below "C", a "WF", or an "F" is responsible for retaking the course in the following term, or the next time the course is offered, at normal tuition rates.

For nursing courses in all programs, a grade of "B- "(2.66) or higher must be achieved in the following courses:

- BIO110/BIO110L Anatomy and Physiology I
- BIO210/BIO210L Anatomy and Physiology II
- BIO315/BIO315L Microbiology
- BIO300 Pathophysiology
- BIO400 Psychoneuroimmunology
- BIO500 Advanced Psychoneuroimmunology
- MA102: College Algebra
- All NR courses

Graduation Requirements
1. Satisfactory completion or transfer of all required courses.
2. Complete all financial obligations to the institution.
3. Successful completion of all required comprehensive examinations if required for degree.
4. GPA as indicated per program below in "Satisfactory Progress: Grades".

Degrees will be conferred from the home/primary PCHS campus where a student's program is completed.

For students enrolled in an online program, degrees will be conferred from New York (San Diego for FACE students):

SATISFACTORY PROGRESS

To make satisfactory progress in a course of study toward a degree, diploma, or certificate, a student must maintain required attendance, earn specified grades in each course and comprehensive examination (comprehensive exams apply only to DAc/DAcCHM and MSAc/MSAcCHM degree students), maintain a specified overall grade average, and proceed through the program at a pace leading to completion in a specified time frame. Students can access degree progress reports at any time through their student portal.

Attendance
Students must meet the classroom or clinic attendance requirement (See "Minimum Attendance Requirements").

Grades
A passing grade of C (or B- for nursing courses including BIO courses that are part of the nursing programs and MA102) must be maintained in each course. Grade point average (GPA) requirements are:

Transitional (Completion) Doctorate of Acupuncture (T-DAc)

Transitional (Completion) Doctorate of Acupuncture with a Chinese Herbal Medicine specialization (T-DAcCHM)

- 3.00 GPA: required to graduate

Doctor of Acupuncture (DAc)

Doctor of Acupuncture with a Chinese Herbal Medicine specialization (DAcCHM)

Master of Science in Acupuncture (MSAc)

Master of Science in Acupuncture with a Chinese Herbal Medicine specialization (MSAcCHM)

Certificate in Chinese Herbal Medicine (CCHM) for Licensed Acupuncturists

- 2.00 GPA: year one (until the 1st year Comprehensive Exam)
- 2.75 GPA: year two (until the 2nd year Comprehensive Exam)
- 3.00 GPA: required to graduate

Facial Applications for Cosmetic Acupuncture (FACE) Certificate

- 2.00 GPA: required to graduate

Associate of Applied Science Holistic Health Science (AAS HHS)

Associate of Occupational Studies Massage Therapies (AOS MT)

Certificate of Massage Therapy/Asian Bodywork (CMT/AB)

- 2.00 GPA: required to graduate

Bachelor of Science in Nursing (Prelicensure and RN-to-BSN Completion Options)

Master of Science in Nursing

- 2.66 GPA required to graduate

Pace
A student must complete at least 70% of the units attempted per term (Fall, Winter, Spring), or 100% if attempting less than 6 units, in order to be considered keeping pace for satisfactory academic progress. Transfer credit units will be counted as hours completed and hours attempted when calculating pace. Repeated credit hours will be counted in both attempted and completed hours. Credit hours for classes with grades of incomplete (I) will be calculated as attempted hours but not completed hours until final grade is assigned.

Undergraduate Maximum Completion Time
Normal completion times are 100-150% of the model curriculum for undergraduate programs.

- Associate of Applied Science Holistic Health Science: 60 – 90 units
- Associate of Occupational Studies Massage Therapies: 65 – 97.5 units
- Bachelor of Science in Nursing (RN-to-BSN Completion Option): 60 – 90 units
- Bachelor of Science in Nursing (Prelicensure Option): 124 units
- Certificate in Massage Therapy/ Asian Bodywork: 36 – 54 units
- Holistic Nursing Certificate: 12.5 – 18 units

Graduate Maximum Completion Terms/Minimum Course Load Per Term
Normal completion times for graduate programs are 100-200% of the model curriculum. The following average course load per term must be maintained to meet satisfactory completion progress for each program in the maximum number of terms specified:

- Transitional (Completion) Doctor of Acupuncture: 4 terms: 5.5 units/term
- Transitional (Completion) Doctor of Acupuncture with a Chinese Medicine Herbal Medicine specialization: 4 terms: 5.5 units/term
- Doctor of Acupuncture: 18 terms. 8.3 units/term
- Doctor of Acupuncture with a Chinese Herbal Medicine specialization (SD): 22 terms: 8.7 units/term
- Doctor of Acupuncture with a Chinese Herbal Medicine specialization (CH/NY): 22 terms: 8.6 units/term
- Master of Science in Acupuncture (CH, NY): 18 terms: 7.4 units/term
- Master of Science in Acupuncture with a Chinese Herbal Medicine specialization: 22 terms: 8.2 units/term
- Master of Science in Nursing: 14 terms: 2.9 units/term
- Certificate in Chinese Herbal Medicine: 12 terms: 3.4 units/term
- Facial Applications for Cosmetic Enhancement Certificate: 3 terms: 2.6 units/term

Programs of study of more than six years are not recommended. Students who are approaching and may exceed 200% of the time allowed by ACAHM standards to complete their program, (18 terms or approximately 6 years), may be required to take remedial work or exams in order to maintain satisfactory progress.

* Students must carry at least 6 units to qualify for Financial Aid

Appeal of Designation of Unsatisfactory Progress
A student may appeal the designation of unsatisfactory progress, the termination of financial aid, or any other matter pertaining to financial aid to the Student Success Committee based upon extenuating circumstances, or to the Director of Financial Aid for financial aid satisfactory academic progress. In such cases, the committee may determine that the student is making satisfactory progress toward the degree despite the failure to conform to the time frame or minimum grade average. Financial aid appeals must be made within the term to which the financial aid applied.

The Academic Year
For academic purposes, the Pacific College of Health and Science academic year consists of three, 15-week terms, beginning each year in September with the fall term. For purposes of determining a change in grade level, an academic year is 30 units.

Student Course Load
The following describes the general time frame and full-time course load for Pacific College of Health and Science's programs of study. Pacific College of Health and Science also accommodates part-time students. Students taking fewer courses than described below will take longer to complete the program. Please also see "Maximum Completion Period."

Doctor of Acupuncture with a Chinese Herbal Medicine Specialization
Full-time doctoral degree students may complete the program in as few as 11 terms, i.e., three years and eight months, which is 165 weeks of class. They will take approximately six to seven classes per term.

Doctor of Acupuncture
Full-time doctoral degree students may complete the program in as few as 9 terms, i.e., three years, which is 135 weeks of class. They will take approximately five to six classes per term.

Transitional (Completion) Doctor of Acupuncture/Transitional (Completion) Doctor of Acupuncture with a Chinese Herbal Medicine Specialization
Full-time doctoral degree students may complete the program in as few as 2 terms, i.e., eight months, which is 30 weeks of class. They will take approximately four to five classes per term.

Master of Science in Acupuncture with a Chinese Herbal Medicine Specialization
Full-time master's degree students may complete the program in as few as 11 terms, i.e., three years and eight months, which is 165 weeks of class. They will take approximately six to seven classes per term.

Master of Science in Acupuncture
Full-time master's degree students may complete the program in as few as 9 terms, i.e., three years, which is 135 weeks of class. They will take approximately five to six classes per term.

Master of Science in Nursing
Part-time master's degree students (there is no full-time option) may complete the program in as few as 7 terms, i.e., two years and four months, which is 105 weeks of class. Students must follow the prescribed curriculum and take two courses per term except for the final term which includes only the final capstone and practicum.

Bachelor of Science in Nursing (RN-to-BSN Completion Option)
Part-time bachelor's degree students (there is no full-time option) normally complete the program in eight terms, i.e., two years and eight months, which is 120 weeks of class. Students must take two courses per term.

Bachelor of Science in Nursing (Prelicensure Option)
Full-time bachelor's degree students (there is no part-time option) normally complete the program in eight terms, i.e., two years and eight months, which is 120 weeks of class. They will take three to six classes per term.

Associate of Occupational Science
Full-time associate degree students may complete the program in five terms, i.e., one year and eight months, which is 75 weeks of class. They will take five to six classes per term.

Associate of Applied Science
Full-time associate degree students may complete the program in five terms, i.e., one year and eight months, which is 75 weeks of class. They will take five to six classes per term.

Certificate in Massage Therapy/Asian Bodywork
Full-time certificate students normally complete the program in three terms, i.e., one year, which is 45 weeks of class. Full-time students will take five to six classes per term.

Certificate in Chinese Herbal Medicine
Full-time certificate students normally complete the program in six terms, i.e., two years, which is 90 weeks of class. Full-time students will take two to three classes per term.

Facial Applications for Cosmetic Enhancement Certificate
Full-time certificate students normally complete the program in two terms, which is 30 weeks of class. Full-time students will take one to two classes per term.

Holistic Nursing Certificate
Part-time certificate students (there is no full-time option) normally complete the program in two terms, which is 30 weeks of class. Full-time students will take approximately two to three classes per term.

Please refer to the Financial Aid Policy for information pertaining to financial aid satisfactory progress.

Pacific College of Health and Science E-Learning Information
Progress and Policy for Pacific College of Health and Science e-learning Courses:

- The College's Pacific College of Health and Science e-learning courses are offered on the same term schedule as the regular campus courses.
- Pacific College of Health and Science e-learning students submit all assignments (including lessons, projects, and dissertations) via the College's electronic learning management system. Feedback and evaluation are provided within seven days via the College's electronic learning management system.
- Students in e-learning classes receive access to all the course materials one week prior to the start of the term. They are held to the same policies for dropping classes as those students taking classes in the traditional campus delivery format.

Graduate Degree Comprehensive Examinations
Comprehensive examinations are administered at two stages of the graduate degree programs (note that this does not apply to nursing graduate programs). It is the student's responsibility to petition the College for eligibility to sit for these exams. Petitions are available online. All comprehensive exams are scheduled for week 15 of the term.

Students should take no more than two years to complete the courses required for each successive exam. Students who need more time must meet with the academic dean or academic advisor. The first and the second comprehensive exams are prerequisites to their respective clinical levels, as well as certain advanced courses.

Each comprehensive exam is composed of written and practical sections. Comprehensive examinations assess the candidate's readiness to enter clinical training and advanced courses. Comprehensive examination prerequisites, general content, format, and fees are described to students in writing prior to the taking of the exams. Optional preparatory courses are offered and are highly recommended.

Prerequisite courses to each comprehensive examination are listed in the graduate degree program model curriculum charts. In addition to course completion requirements, all sections of the first-year comprehensive exams must be passed to be eligible to sit for the second-year comprehensive exams. In addition, students must have the following GPAs to be eligible for the comprehensive exams:

- First comprehensive exam: 2.00
- Second comprehensive exam: 2.75

Consequences of Not Showing Up for a Comprehensive Exam

Students who petition for an exam, but do not show up to take the exam at the scheduled time, will forfeit the exam fee and the attempt may count as a failure unless there is adequate documentation of an emergency or other extenuating circumstances. Students who fail any section of the exam are required to retake all outstanding sections the following term. Students who fail any of their comprehensive exams will be automatically registered for each failed exam in the next term. Failure to sit for retakes the following term may count as a failed attempt, unless extenuating circumstances exist, and the absence was approved in advance.

Comprehensive Examination Completion Requirements

A score of 70% must be earned overall and on each subsection of the first and second comprehensive exam to pass. However, a student who fails any section of the exam may not advance to associate internship or internship without passing all sections of the first and the second comprehensive exams, respectively. In addition, a student cannot move on to term 5 or term 9 (DAcCHM/MSAcCHM)/term 7 (DAc/MSAc) classes without attempting the first or second comprehensive exams, respectively. After failure of any section on the first attempt, a student must meet with the academic dean or advisor and is encouraged to seek appropriate tutoring in the subject(s) failed. Mandatory retakes for failed exams will take place during the 15th week of the following term. Failure to pass all modules of the first comprehensive exam will result in the student being dropped from associate internship 2, and any other courses at the discretion of the academic dean. Failure to pass all modules of the second comprehensive exam will result in the student being dropped from all senior internship clinic shifts, and any other courses at the discretion of the academic dean. Failure to retake any failed section within a time frame established by the Student Success Committee and/or academic dean could result in assignment of remedial, non-credit coursework.

A second failure of any comprehensive exam necessitates a meeting between the student and the academic dean or advisor. Tutoring and/or remedial, non-credit coursework will be prescribed prior to any subsequent examination. It is the student's responsibility to make this appointment. Students failing to meet with the appropriate administrator are subject to suspension or disqualification.

A student failing any section of the first or second comprehensive exam three times will be required to complete a remediation course plan (RCP) or remediation term established by academic dean. The RCP will include coursework, tutoring, and testing, as well as an evaluation of the student's prospect of advancing in the program. Students on a remediation term may not advance in any area of the program and will be placed on a leave of absence.

Failing any section of the first or second comprehensive exam four times results in dismissal from the program.

Please note that comprehensive exams are not returned to the student for review. However, grades in each subject area are provided and a test review meeting may be scheduled at the discretion of the academic dean. Students should refer to the current study guides for more details regarding comps.

Failure of certain sections of the comprehensive exams will impact eligibility for clinic shifts and courses. To be eligible for:

- Associate Internship 1 (CL541), students must:
  - Attempt all comprehensive exams for their program of study
    - » Pass the following comprehensive exams:
    - » Acupuncture Channels and Points – written
    - » Acupuncture Point Location – practical
    - » Cupping and Moxa Demonstration – practical
    - » Clean Needle Technique – practical
- Associate Internship 2 (CL 542), students must:
  - Pass all comprehensive exams for their program of study

- Advanced Needle Techniques (AC611a), Auricular Micro Therapy (AC631), Secondary Vessels (AC632), Combined Point Applications (AC633), Treatment of Orthopedic Disorders (AC613a), or any electives that require needling, students must:
  - Attempt the following comprehensive exams:
    - » Acupuncture Channels and Points – written
    - » Acupuncture Point Location – practical
    - » Cupping and Moxa Demonstration – practical
    - » Clean Needle Technique – practical

STUDENT ADVICE:

The comprehensive examinations serve the function of providing vital feedback to you, the individual student. Many quizzes and exams, even final course exams, may be prepared for and passed by anticipating the teacher's testing method and, while not recommended, by cramming a limited amount of material into short-term memory. However, this approach may mislead you into believing the material has been fully assimilated. The comprehensive exams test knowledge accumulated over time. They give you feedback on the material you have successfully stored into long-term memory and tell you which material you need to study more. The extensiveness of the exams also provides feedback on your stamina and prepares you for the rigors of state and national examinations. Study for all major exams by focusing on the most important details and useful principles. Study as if you have to remember the material for a lifetime... you do!

STUDENT STATUS

Full-Time/Half-Time Designation

Effective Through August 2027:

This section defines the minimum number of credits or hours per term to qualify as a full-time or half-time matriculated student for purposes of financial aid.

Master's or entry-level doctoral degree students who have reached graduate level loan status:

Full-time: 12 units
Half-time: 6 units or more

Massage therapist certificate, bachelor's, and associate degree students, and master's or entry-level doctoral degree students still receiving undergraduate level loans:

Full-time: 12 units
Half-time: 6 units or more

Effective Beginning September 2027:

Enrollment Status & Enrollment Intensity (Federal Financial Aid)
Pacific College of Health and Science determines a student's enrollment status based on the number of credits in which the student is enrolled each term. Enrollment status may affect eligibility for Federal Student Aid (Title IV), including Federal Direct Loans and other aid programs. Federal regulations provide that full-time and half-time status are determined under an institutional standard applicable to all students in a program, subject to federal minimums for undergraduate programs offered in standard terms.

- **Undergraduate Enrollment Status (per term):**
  Full-time: 12+ credits
  Three-quarter time: 9–11 credits
  Half-time: 6–8 credits;
  Less-than-half-time: 1–5 credits.
- **Graduate Enrollment Status (per term)**:
  Full-time: 9+ credits
  Three-quarter time: 7–8 credits
  Half-time: 5–6 credits
  Less-than-half-time: 1–4 credits.
  Enrollment Intensity (Federal Pell Grant – Undergraduates)

Beginning with the applicable award-year framework, Federal Pell Grant payments are calculated using enrollment intensity, which is the percentage of full-time enrollment (rounded to the nearest whole percent) at which an eligible undergraduate student is enrolled. For example, if full-time enrollment is 12 credits and a student is enrolled in 7 credits, enrollment intensity is 7 ÷ 12 × 100% = 58% (rounded). Enrollment intensity applies to Pell Grant awarding; other federal aid programs continue to use categorical enrollment status (full-time/half-time, etc.).

Academic Hour
An academic hour is defined as 54 minutes of instruction.

Didactic
15 academic hours = 1 term unit

Hands-on/lab
30 academic hours = 1 term unit

Clinical (non-nursing)
30 academic hours = 1 term unit

Nursing programs
1 credit hour = 1 term unit

Clinical (nursing)
45 academic hours = 1 term unit

For the purposes of verification of massage training by NYSED, NY regulations require the College to use a 14:1 ratio instead of the normal academic 15:1 ratio. However, classroom hours and tuition charges are based on the 14:1 ratio.

Academic and Clinical Course Load
The maximum academic coursework for which an Acupuncture and Chinese medicine student may register is 22 units per term total; higher levels of registration must be approved by an academic dean in writing, and such approval will only be granted after reviewing the student's previous academic load and grade point average.

For the master's and entry-level doctoral degree programs, the school believes it is important to allow enough time for interns to integrate classroom learning with the practical aspects of clinical training. To this end, the clinical internship must be completed over the course of at least three terms and cannot be accelerated even if additional clinical shifts are taken in any term. Any intensive shifts (shifts taken during a term break) are considered part of the term that precedes it. Note that this does not apply to MSN students.

A student is considered registered for courses only when all registration forms have been completed, and tuition has been paid or a promissory note has been signed, for the term. Academic credit will not be given for attendance in classes unless the student is properly registered.

CHANGES IN STUDENT STATUS/ COURSE ENROLLMENT

Graduate Program Dual Enrollment
All students enrolled in the DAc and DAcCHM programs are eligible to receive both the master's and doctoral degrees. A student may change enrollment from the doctorate to the master's degree program by informing the Registrar's office or by filing a change of program form. Changes to enrollment in the Student Information System that may affect financial aid can only occur during the break between the terms, so timely notification before a new term begins is important. There is no restriction on when a student decides when to earn only the master's degree since all courses in the master's degree program are also taken as part of the doctorate. The College will track changes from the doctorates to the master's degrees carefully.

Adding and Dropping of Courses
Students may add or drop courses by submitting an Add/Drop Form to the administration office with no tuition charges or fees if the form is submitted by the eighth day of the term (the "Add/Drop Period"). Students enrolled in classes that start the second week of the term have until the end of the second week to drop the course and receive a full refund, rather than eight days from the start of the term. Courses dropped after the add/drop period or as stated above are subject to the College's refund policy.

Students who drop a class after the add/drop period but are found to have never attended the class will be awarded a full refund for the class, but the drop fee will be applied.

Courses may not be added after the add/drop period except by written permission of the student advisor or registrar, unless the class begins later in the term.

Withdrawals
Students who discontinue their training must notify the registrar immediately as outlined under the College refund policy and, if they intend to return, should apply for a leave of absence, if applicable.

Unofficial Withdrawal
An unofficial withdrawal is one in which a student stops attending classes without filing official withdrawal paperwork within the established deadlines. Students who drop all courses or who do not register for the following term without notifying the College that they are withdrawing from the program will be presumed to have dropped the program. They will be designated as an unofficial withdrawal and must apply for readmission. Students withdrawing unofficially from class or from the College will receive failing grades in all courses that they stop attending.

Courses dropped at any time are subject to a refund based on the date that notification is submitted to the office of the registrar or the date that the school can reasonably determine that the student last attended class (see "Refund Policy").

Re-Entering a Program After Withdrawal
Students who have withdrawn and decide to return are subject to the following matriculation procedure:

1. Most classes taken within the last three years (two years for the Bachelor of Science in Nursing [Prelicensure Option]) prior to enrollment are acceptable for credit, at the discretion of the academic dean.
2. Classes taken over three years from the term of re-enrollment may need to be challenged either individually or by way of the comprehensive exams, at the discretion of the academic dean. Note that this does not apply to nursing programs.
3. In the Bachelor of Science in Nursing (Prelicensure Option), a practical clinical laboratory assessment or a Level II on specific ATI Content Mastery Series exams may be required at the discretion of the academic dean.
4. Taiji and qigong instruction does not need to be repeated.

Leave of Absence
A leave of absence (LOA) period may be granted to students with extenuating personal circumstances but may not exceed two consecutive terms within any 12-month period. Students requesting a LOA are first subject to the College's withdrawal policy and must make the request prior to the add/drop deadline. A LOA is for an event of unforeseen circumstances, such as medical reasons affecting the student or a member of the student's immediate family, military service requirements, or jury duty, provided that the combined leaves of absence do not exceed two consecutive terms. To request an LOA, please complete the "Petition for Leave of Absence" form by going to the Pacific College StudentHub and selecting the Forms icon at the top of the page. A student on an approved leave is reported as attending less than ½ time on NSLDS, effective the date of the commencement of the approved leave. If the student does not return following the LOA period, the school will apply its refund policy in accordance with the applicable and published requirements.

A leave of absence will be granted only to students who have completed at least one term at Pacific College of Health and Science and are in good standing with the College.

The student may be granted a LOA with a tuition balance as long as:

- The student creates a written repayment plan approved by the bursar and signed by both the student and the bursar and covers the period from the LOA to their re-enrollment.
- If a balance remains at the start of the term of re-enrollment, the student may begin the term if the financial aid department verifies that the student will have a credit balance after tuition disbursement that will meet or exceed the previous balance due.

Readmission from Leave of Absence (LOA)

An eligible student may stay on approved LOA for one term without reapplication and may reenter under the requirements of the catalog in place at their original enrollment. Students absent without an approved LOA will be withdrawn and must apply for readmission and be admitted before being allowed to register. Students accepted for readmission are subject to the curriculum and conditions stated in the catalog current at the time of reapplication. Students returning to the program after a hiatus of longer than one year must reapply through the admissions department. Students returning to the program within a year of their last date of attendance should reapply through their student advisor. Students reapplying must submit an essay of what has changed, must not have an outstanding balance or holds, and may be required to repeat courses as remedial work. In the Bachelor of Science in Nursing (Prelicensure Option), a practical clinical laboratory assessment or a Level II on specific ATI Content Mastery Series exams may be required at the discretion of the academic dean.

ACADEMIC INTEGRITY AND DISHONESTY

Academic Integrity

Academic Integrity is the commitment to honesty in all academic work. It requires that all work submitted by a student accurately represents their own knowledge, skills, effort, and learning, appropriately acknowledges the contributions of others, complies with course, program, and institutional requirements, and is completed without unauthorized assistance or misrepresentation. Upholding academic integrity is a shared responsibility of students, faculty, and the institution and is foundational to the credibility of academic credentials and the trust placed in graduates by the public, professions, and accrediting and regulatory bodies.

In healing professions, academic integrity is more than an institutional value, it is a professional obligation directly tied to patient/client safety. The knowledge, skills, and judgment that students are expected to develop are critical to the well-being and in some cases, the survival, of patients in clinical settings. Any breach of academic integrity, whether in the classroom, clinical lab, or clinical/clinic site, compromises the validity of a student's progress and poses a potential risk to safety, health, and well-being.

Academic Dishonesty

Academic Dishonesty is any action or attempted action that compromises academic integrity by providing an unfair academic advantage, misrepresenting one's own work or abilities, interfering with the assessment of another's work, or undermining the integrity of the academic process. Academic dishonesty includes acts of commission or omission, whether intentional or reckless, and applies to all forms of academic work, including but not limited to examinations, quizzes, assignments, papers, projects, presentations, clinical documentation, simulations, laboratories, research, online activities, and any other evaluative or non-evaluative academic exercise.

Conduct Constituting Academic Dishonesty

Academic dishonesty includes, but is not limited to, the following categories and specific behaviors:

Cheating

- Using, attempting to use, or possessing unauthorized materials, information, notes, devices, technologies, or resources during any academic activity.
- Copying from, viewing, or otherwise obtaining answers or work from another individual or source without authorization.
- Providing answers, solutions, or assistance to another student when such collaboration is not expressly permitted.
- Submitting answers or work that were obtained through unauthorized means.
- Accessing or attempting to access examinations, quizzes, answer keys, grading rubrics, or assessment materials prior to or outside of authorized conditions.
- Circumventing or attempting to circumvent proctoring systems, testing protocols, or security measures, including identity verification requirements.

Plagiarism

- Presenting another person's words, ideas, data, interpretations, images, media, code, or creative work as one's own without proper attribution.
- Failing to use quotation marks or citations when directly quoting a source.
- Paraphrasing or closely imitating the structure, language, or ideas of a source without appropriate acknowledgment.
- Submitting work that has been purchased, borrowed, downloaded, or otherwise obtained from external sources, including paper mills or content repositories, without authorization and attribution.
- Self-plagiarism, including submitting the same or substantially similar work for credit in more than one course or academic activity without explicit permission.

Fabrication

- Inventing, falsifying, or misrepresenting data, results, citations, sources, clinical experiences, patient/client information, observations, logs, time records, or research findings.
- Submitting false documentation, records, signatures, credentials, or verification materials.
- Creating or altering information to meet academic requirements or expectations.

Falsification

- Altering, manipulating, or misrepresenting academic work, data, documents, or records after submission or evaluation.
- Changing graded work and submitting it for re-evaluation without authorization.
- Tampering with assessment materials, academic records, or learning management systems.

Unauthorized Collaboration

- Working with others on assignments, assessments, or activities intended to be completed independently.
- Dividing work inappropriately or sharing content in a manner that obscures individual contribution when individual work is required.
- Allowing another individual to complete, edit, or substantially contribute to one's academic work without permission.

Facilitation of Academic Dishonesty

- Assisting, encouraging, enabling, or conspiring with another individual to engage in academic dishonesty.
- Sharing exam content, assignment materials, answers, or solutions with others in violation of course or institutional rules.
- Providing false information or documentation to support another person's dishonest conduct.

Impersonation and Misrepresentation of Identity

- Having another individual complete or attempt to complete academic work on one's behalf.
- Representing oneself as another individual in any academic activity.
- Allowing one's identity, credentials, or login information to be used by another person.

Misuse of Technology and Artificial Intelligence

- Using unauthorized technological tools, software, devices, or artificial intelligence systems to generate, complete, or substantially modify academic work when such use is prohibited or not disclosed as required.
- Submitting AI-generated or technology-assisted work as one's own without authorization, attribution, or transparency, as applicable.
- Manipulating or disabling technological safeguards intended to ensure academic integrity.

Interference with the Academic Process

- Obstructing or disrupting the academic work or assessment of others.
- Stealing, destroying, hiding, or altering another student's academic work or instructional materials.
- Attempting to influence grading, evaluation, or academic decisions through coercion, deception, or undue pressure.

Abuse of Academic Materials or Resources

- Unauthorized distribution, reproduction, recording, or posting of instructional materials, examinations, simulations, or proprietary content.
- Using institutional resources or materials in ways that violate academic integrity expectations.

Dishonesty in Clinical/Clinic, Laboratory, or Experiential Learning

- Misrepresenting participation, attendance, competencies, skills, or outcomes in clinical, laboratory, simulation, practicum, internship, or field experiences.
- Documenting care, activities, or learning experiences that did not occur or were not personally completed.
- Violating ethical or professional standards related to academic evaluation in applied or experiential settings.

Retaliation or Obstruction Related to Academic Integrity

- Retaliating against individuals who report or participate in the investigation of academic dishonesty.
- Providing false or misleading information during an academic integrity inquiry or proceeding.

Determining the Severity of Violations

Violations of academic integrity can vary widely in scope, intent, and consequence. Factors influencing the determination of severity include, but are not limited to:

- Whether the violation was intentional or unintentional
- Whether it is a first-time or repeated offense
- The weight or type of the assignment or exam involved
- The level of examination compromise

Because of these variables, there is no pre-determined or uniform sanction for violations. Each incident will be evaluated on its own merits, and the resulting action will reflect the totality of the circumstances.

Sanctions for Violations of Academic Integrity

Note: The term "first-level leader" is used because this role varies across programs and may be an assistant/associate dean, program director, or department chair.

Faculty must confer with the first-level leader. All sanctions must be delivered to students via email as soon as possible following the determination of academic dishonesty. Sanctions include the following:

Citation

A citation is issued by the faculty member or the first-level leader via email. The citation will be added to the student's academic record and include:

- A clear description of the charge
- Evidence or information supporting the finding of academic dishonesty
- A detailed explanation of the consequences, such as:
  - Loss of credit (full or partial) for the assignment or exam/assessment
  - Required resubmission of the assignment or retaking of the exam/assessment (with or without credit)
  - Additional learning or remediation assignments

Course Failure and Suspension

For more serious offenses or repeated violations, the first-level leader may impose a failing grade for the course up to program suspension for a period of one academic term. The student will be notified in writing, and the suspension may be accompanied by other consequences or remedial actions as outlined under the Citation category.

Students issued a course failure may be responsible for retaking and successfully completing the course and any related co-requisite courses or requirements.

During suspension, students are not permitted to participate in courses, clinicals/clinic, or any official College activities. The conditions for return to the program will be communicated in the suspension letter.

Expulsion

When a violation is particularly egregious, represents a pattern of repeated misconduct, or when previous citations and/or suspensions have failed to correct behavior, the first-level leader may permanently expel the student from their program.

- The student may not reapply to any College program in the future.

Note: These sanctions are not necessarily sequential. The first-level leader may impose any level of sanction based on the nature and severity of the violation.

Appeals

All students are entitled to due process and have the right to appeal any sanction imposed by the faculty or first- level leader.

Note: If an academic integrity issue arises during the regular semester and the student chooses to appeal, the student should continue to engage in the course and meet existing deadlines and expectations while the appeal process takes place, unless they have been administratively withdrawn from the course because of the incident.

Citation

Sanctions related to citations may be appealed to the first-level leader if the citation was issued by a faculty or the Vice President and Dean if the citation was issued by the first-level leader.

- The student must submit a written appeal to the first-level leader or the Vice President and Dean within one (1) week of receiving the sanction notification via the appeals submission link.
- Students may seek assistance from the Office of Student Success to submit their appeal.

The written appeal must include:

- Comprehensive explanation of why the student believes the appeal is justified.
- New information or evidence, if available, that was not considered during the original investigation.
- A clear statement of the desired outcome of the appeal.

Upon receipt, the first-level leader or the Vice President and Dean will:

- Review the appeal and investigate further if warranted. Investigation may be conducted by a designee as long as they were not the faculty of the course in which the violation of academic integrity occurred or were involved in the decision-making process related to the sanction under appeal.
- Issue a decision to the student within three (3) weeks of receiving the appeal.
- The first-level leader or the Vice President and Dean may:
  - Uphold the original sanction
  - Modify the sanction
  - Dismiss the sanction entirely

The Vice President and Dean's decision is final for citations and course failures. No further appeals will be accepted.

Suspension or Expulsion

A student may make a final appeal of a program suspension or expulsion to the Provost and Executive Vice President of Academic Affairs.

- The appeal must be in writing and submitted via the appeals submission link within one (1) week of the Vice President and Dean's decision.
- Students may again seek assistance from the Office of Student Success in preparing this appeal.

The written appeal must include:

- Comprehensive explanation of why the student believes further appeal is justified.
- New information or evidence, if available, that was not considered during the previous phase of the appeal.
- A clear statement of the desired outcome of the appeal.

Upon receipt, the Provost and Executive Vice President of Academic Affairs.:

- Review the appeal and investigate further if warranted. Investigation may be conducted by a designee as long as they were not the faculty of the course in which the violation of academic integrity occurred or were involved in the decision-making process related to the sanction under appeal.
- Issue a decision to the student within one three (3) weeks of receiving the appeal.
- The Provost and Executive Vice President of Academic Affairs may:
  - Uphold the suspension or expulsion
  - Modify the sanction
  - Dismiss the sanction entirely

Note: An effective and student-centered investigation process requires that all necessary interviews and data gathering occur promptly to expedite resolution, supporting the success and progression of all students involved. Therefore, the individual who is the subject of the violation must attend all interviews and meetings as requested when they are scheduled.

In the interest of efficiency, students' work or personal commitments cannot be taken into consideration when scheduling these meetings. All notifications regarding meetings and interviews will be sent via email and may be conducted in person or through video call. If a student fails to attend a scheduled meeting, they will forfeit their right to participate in the process or have their perspectives or information considered in the determination of sanctions.

Note: Appeals are individual student processes, and students are expected to communicate and participate on their own behalf. Third parties, including but not limited to family members, friends, attorneys, retained advocates, advisors, or other representatives, may not participate in, communicate on behalf of the student regarding, or otherwise intervene in the process. The College will communicate directly with the student regarding all matters related to the appeal.

To submit an appeal for a Sanction for Violation of Academic Integrity, please follow the directions on the PCHS Student Hub website.

ACADEMIC ARTIFICIAL INTELLIGENCE (AI) POLICY

Ethical Considerations

Transparency and Occasions for LLM/AI Use

All work developed in academic settings should be transparent in their operation, enabling scrutiny and understanding by the broader community. When appropriate, citations are required in academic texts.

LLMs/AI should be treated as a resource and not as a means to create a full composition.

Students are encouraged to use LLMs/AI to ideate, innovate, brainstorm, outline, edit, revise, think critically, begin research, and for guidance in solving complex problems and answering research questions.

- Students may not simply tell an LLM/AI to solve a problem or write an essay and then submit it as an assignment.
- All use of LLMs/AI connected to submitted assignments should be documented along with the assignment in written and/or citation form.

Accountability and Responsibility

Human Oversight

LLMs/AI systems should complement, not replace, human judgment.

Education and Public Awareness

Pacific College integrates ethics education into LLMs/AI curricula to ensure that:

1. Students are well-versed in the ethical considerations surrounding LLM/AI technologies.
2. Students understand how to best use LLMs/AI in their academic endeavors.

Compliance with Legal Standards

Legal Compliance

Students must adhere to all relevant national and international laws and regulations governing LLM/AI research, development, and deployment.

Human Rights

Students should consider the potential impact of LLMs/AI on human rights and strive to uphold fundamental rights and freedoms in their work.

ACADEMIC PROBATION AND DISQUALIFICATION

Academic Probation

A student may be placed on academic probation for any of the following reasons:

1. The student's overall or term cumulative grade point average (GPA) falls below a "C" (2.0) or "B-" (2.66 for all nursing programs).
2. The student receives a grade of "F" or "WF". For the Bachelor of Science in Nursing (Prelicensure Option), failing is a below a grade of "B-" for NR, BIO, and MA102 courses and a grade below C for other general education courses.
3. A master's or doctoral degree student fails to qualify for a comprehensive exam due to low GPA. Academic probation is program specific and may not carry over if a student transfers to a different program the following term.

During probation, some coursework and financial aid may be allowed.

Comprehensive Exam Probation (DAc, DAcCHM, MSAc, and MSAcCHM programs only)
Students failing all or part of any comprehensive examination will be placed on probation. A student who fails any section of the exam may not advance to associate internship or internship without passing all sections of the first and the second comprehensive exams, respectively. Students registering in or attending clinical courses beyond this point without written permission of the registrar or academic dean will receive no credit for any completed clinical shifts and will be disqualified from the program. No refund will be granted in such cases.

Disqualification
A disqualified student is one who is barred from further attendance at the institution for academic or administrative reasons. A student on probation may be disqualified from the program and from financial aid for the following reasons:

1. After one academic term on probation, the student's cumulative grade point average is below "C" (2.0) or "B-" (2.66) for nursing programs).
2. The term on probation resulted in a GPA less than "C" (2.0) or B- (2.66) for nursing programs.
3. An "F" or "WF" grade was earned during the term on probation.
4. Failing the same class required for one's program more than once.
5. Massage students who remediate a course failed in the previous term but earn an "F" in another additional class during the term of remediation will not be disqualified from their program. Instead, they are required to re-take and pass the failed class the following term. Disqualification is based on failing the same required for one's program twice.
6. Masters and doctoral students: failing more than one class in one's program in consecutive terms, even if the originally failed classes are remediated: this is grounds for disqualification.
7. Bachelor of Science in Nursing (Prelicensure Option) students failing more than one required general education course or more than one nursing course (NR) will be disqualified. Please note that the passing standard for NR, BIO, and MA102 courses is 2.66 or B-. A grade of "D" is considered failing for general education courses other than those designated BIO and MA102.
8. Bachelor of Science in Nursing (Prelicensure Option) students who fail to successfully complete NR425 after two attempts.
9. Fourth Failure (Third Re-Take): A student who fails any section of the first- or second-year comprehensive exam four times will be disqualified from the MSAc, MSAcCHM, DAc, or DAcCHM program.

Probation and disqualification are documented in the student's academic file and transcript. The probationary period can vary from one term to two terms.

Readmission from Academic Disqualification
A student who is disqualified from the program may be allowed to reapply to the program following the successful completion of requirements assigned by the academic dean. No guarantee of reacceptance is made.

Students disqualified due to failed comprehensive exams (master's students) are required to retake only the section failed unless they have not attended class for two or more terms. If so, they would have to redo the failed comprehensive exam in its entirety. Graduate degree program students who are disqualified from one graduate degree program due to comprehensive exam failure must wait at least one term before they are eligible to reapply to the same or another graduate degree program.

CODE OF CONDUCT AND PROFESSIONAL STANDARDS

Civility and respect for others are hallmarks of the healing professions and foundational to ethical professional practice. The culture of respect that is central to ethical practice must also be evident in professional education. Mutual respect is required by all members of the Pacific College of Health and Science community. Without it, the ability to learn is compromised, and the safety of patients/clients is endangered.

As such, the College maintains a zero-tolerance policy toward behaviors that violate standards of respect, safety, and professionalism.

This Code of Conduct applies to:

- Classroom learning
- Online or hybrid learning environments
- Laboratory and simulation settings
- Clinical/Clinic learning environments
- Social media and digital communications

All members of the College community are also subject to the institution's Social Media Policy.

Prohibited Conduct and Behaviors
- **Bullying or Harassment**
  Behavior, words, or gestures that demean, humiliate, intimidate, or isolate another person. This includes:
  - Publicly shaming or mocking others
  - Deliberately excluding others from learning activities
  - Spreading misinformation that could endanger patients or disrupt clinical care
- **Gossip and Defamation**
  Sharing unverified or false information about another individual that could damage their personal or professional reputation. This includes statements made in person, via email, text, or on social media.

- **Threatening or Intimidating Behavior**
  Verbal threats, aggressive gestures, or any behavior that causes another person to feel unsafe, targeted, or coerced.
- **Lewd, Offensive, or Discriminatory Language or Gestures**
  Use of obscene, profane, or suggestive language or gestures. This also includes:
  - Racial or ethnic slurs
  - Sexist, xenophobic, homophobic, or transphobic remarks
  - Derogatory comments about religion or nationality
  - Any expression that would offend a reasonable person is considered a violation.
- **Disrespect for Others**
  Dismissive or demeaning treatment of any member of the College or clinical community. This includes students, faculty, staff, patients, and personnel at clinical facilities.
- **Dishonesty or Misrepresentation in Clinical/Clinic Settings**
  Providing false, misleading, or incomplete information during patient care or clinical assignments. This includes inaccurate or falsified documentation in the health record, misrepresentation during verbal handoffs or reports to clinical/clinic agency personnel or faculty, and any attempt to conceal errors or omissions. Such conduct jeopardizes patient/client safety and violates professional and ethical standards.
- **Violation of HIPAA and Patient Confidentiality**
  Sharing, discussing, or posting protected health information (PHI) without proper authorization is a violation of the Health Insurance Portability and Accountability Act (HIPAA), a federal law that protects the privacy and security of patient information. This includes verbal, written, or electronic disclosures of patient details, including on social media platforms, texting apps, or emails. Posting any patient/client-related content online, even without names, is strictly prohibited.
- **Disruption of the Learning Environment**
  Behavior that interferes with teaching and learning, such as interrupting, making side comments and gestures, monopolizing discussion, demonstrating a lack of respect for others' perspectives and opinions, or using electronic devices inappropriately.
  - Unprofessional Behavior in Clinical/Clinic Settings

  Includes, but is not limited to:
  - Inappropriate attire or poor hygiene
  - Failure to follow institutional policies
  - Arriving late or unprepared for clinical assignments
  - Insubordination or refusal to follow faculty/supervisor instructions
  - Poor, abusive, or disruptive interpersonal communication with patients/clients or clinical/clinic agency staff
- **Badgering**
  Repeated, aggressive, or unwelcome questioning, criticism, or pressure intended to intimidate, provoke, or wear down another individual. This includes persistent attempts to coerce someone into agreement, undermine their confidence, or elicit a particular response through harassment or undue pressure.
- **Substance Use or Impairment**
  Attending class, clinical/clinic, or lab under the influence of alcohol, cannabis, or illicit substances. This also includes misuse of prescription medications.
- **Failure to Report Conditions that Compromise Patient/Client Safety or Quality of Care**
  Neglecting to report errors, unsafe practices, equipment malfunctions, or any situation that could harm a patient/client or compromise the quality of care. Students have a professional and ethical obligation to promptly inform faculty/supervisor or clinical/clinic staff of concerns, incidents, or deviations from safe practice.
- **Theft or Damage of College Property, Equipment, or Supplies**

  Includes, but is not limited to:
  - Theft, attempted theft, unauthorized possession, or misuse of College property, equipment, supplies, library materials, technology resources, electronic data, software, or other tangible or intangible College assets.
  - Misappropriation, unauthorized removal, excessive use, waste, or misuse of disposable supplies, laboratory materials, clinic supplies, office supplies, instructional materials, utilities, or other College resources.

- Intentional, reckless, or negligent damage to College buildings, facilities, furnishings, equipment, technology systems, library materials, or other College property.
- Tampering with, disabling, improperly accessing, or otherwise interfering with College equipment, information systems, electronic records, or other resources, including failure to report significant damage or loss of College property.

- **Failure to Comply with College or Clinical/Clinic Site Policies**
  All students are responsible for knowing and following the conduct policies of the College, as well as those of affiliated clinical facilities.
- **Hazing**
  The term 'hazing' means any intentional, knowing, or reckless act committed by a person (whether individually or in concert with other persons) against another person or persons regardless of the willingness of such other person or persons to participate.
  - Committed in the course of an initiation into, an affiliation with, or the maintenance of membership in, a student organization; and
  - Causes or creates a risk, above the reasonable risk encountered in the course of participation in the institution of higher education or the organization (such as the physical preparation necessary for participation in an athletic team), of physical or psychological injury including:
    - whipping, beating, striking, electronic shocking, placing of a harmful substance on someone's body, or similar activity;
    - causing, coercing, or otherwise inducing sleep deprivation, exposure to the elements, confinement in a small space, extreme calisthenics, or other similar activity;
    - causing, coercing, or otherwise inducing another person to consume food, liquid, alcohol, drugs, or other substances;
    - causing, coercing, or otherwise inducing another person to perform sexual acts;
    - any activity that places another person in reasonable fear of bodily harm through the use of threatening words or conduct;
    - any activity against another person that includes a criminal violation of local, State, Tribal, or Federal law; and
    - any activity that induces, causes, or requires another person to perform a duty or task that involves a criminal violation of local, State, Tribal, or Federal law.
- **Misrepresentation of Professional Credentials or Status**
  - Misrepresenting oneself as licensed, certified, credentialed, registered, or otherwise qualified to practice in a profession or discipline when such credentials have not been earned or based solely on enrollment in a College program or anticipated completion of a program.
  - Performing, offering to perform, advertising, or accepting compensation for services that fall within the scope of practice of a profession for which the student is being educated, unless legally authorized to do so through an existing credential or as part of an approved educational experience under appropriate supervision.
  - Providing patient care, clinical services, consultations, treatments, assessments, recommendations, or other professional services outside of approved College-sponsored educational activities or without the direct supervision required by faculty, clinical instructors, preceptors, or applicable laws and regulations.

Violations of the Code of Conduct and Breach of Professional Standards

Note: The term "first-level leader" is used because this role varies across programs and may be an assistant/associate dean, program director, or department chair.

Violations of the Code of Conduct vary in severity, and as such, so do the consequences. Faculty may issue verbal warnings for minor infractions or for behavior that approaches a violation to provide immediate feedback and redirect conduct.

- However, any member of the College community, including students, staff, or faculty, may report a potential violation of the Code of Conduct to the first-level leader
  - Reports of violations should be submitted within 72 hours of the occurrence.
  - If the violation involves patient safety or occurs during a clinical/clinic or laboratory experience, the violation must be reported as soon as possible, and no later than 24 hours after the incident.

Upon receiving a report, the first-level leader will:

- Investigate the matter thoroughly, including interviewing all impacted individuals and the person alleged to have committed the violation. Interviews may be conducted by other appropriate members of the College team.
- Issue written notification to the student of the findings and, if applicable, any sanctions resulting from the violation.
- Ensure the process, from initial report to written outcome, is completed within three (3) weeks.

Possible Sanctions

Conduct Probation

A formal warning indicating that future violations may lead to more serious consequences.

- The length of the probation may vary based on the seriousness of the offense and may extend, at the discretion of the first-level leader, until program completion.
- May include remedial actions, such as counseling, professionalism workshops, or reflective assignments.
- May include administrative withdrawal from a course or courses resulting in course failures.
- May also include removal from clinical/clinic placements for the remainder of the term, resulting in course failures.
- The student may be barred from all clinical/clinic learning activities for the rest of the term.
- In all cases, course failures will trigger the progression policy outlined in the Student Manuals and College Catalog.

Suspension

Temporary removal from the program for one academic term following the term in which the violation occurred.

- The student may not attend any courses, clinicals/clinics, or any official College activities during the suspension period.
- May include remedial actions, such as counseling, professionalism workshops, or reflective assignments.
- May include administrative withdrawal from a course or courses resulting in course failures.
- May also include removal from clinical/clinic placements for the remainder of the term, resulting in course failures.
- The student may be barred from all clinical/clinic learning activities for the rest of the term.
- In all cases, course failure will trigger the progression policy outlined in the Student Manuals and College Catalog.

Expulsion

Permanent dismissal from the College

- The student may not reapply to any College programs in the future.
- Expulsion is used for the most serious or repeated violations and is immediate.

Note: These sanctions are not necessarily sequential. The first-level leader may impose any level of sanction based on the nature and severity of the violation.

Appeals

All students are entitled to due process and have the right to appeal any sanction imposed by the first-level leader.

Step 1: Appeal to the Vice President and Dean

- The student must submit a written appeal to the Vice President and Dean within one (1) week of receiving the sanction notification via the appeals link.
- Students may seek assistance from the Office of Student Success to submit their appeal.

The written appeal must include:

- Comprehensive explanation of why the student believes the appeal is justified.
- New information or evidence, if available, that was not considered during the original investigation.
- A clear statement of the desired outcome of the appeal.

Upon receipt, the Vice President and Dean will:

- Review the appeal and investigate further if warranted. An investigation may be conducted by a designee, provided they were not involved in the incident under investigation or in the decision-making process related to the sanction under appeal.
- Issue a decision to the student within three (3) weeks of receiving the appeal.
- The Vice President and Dean may:
  - Uphold the original sanction
  - Modify the sanction
  - Dismiss the sanction entirely

Step 2: Appeal to the Provost and Executive Vice President of Academic Affairs

If the student disagrees with the decision of the Vice President and Dean, they may submit a final appeal to the Provost and Executive Vice President of Academic Affairs.

- The appeal must be in writing and submitted within one (1) week of the Vice President and Dean's decision via the appeals link.
- Students may again seek assistance from the Office of Student Success in preparing this appeal.

The written appeal must include:

- Comprehensive explanation of why the student believes further appeal is justified.
- New information or evidence, if available, that was not considered during the previous phase of the appeal.
- A clear statement of the desired outcome of the appeal.

Upon receipt, the Provost and Executive Vice President of Academic Affairs will:

- Review the appeal and investigate further if warranted. Investigation may be conducted by a designee as long as they were not involved in the incident under investigation or the decision-making process related to the sanction under appeal.
- Issue a decision to the student within one (1) week of receiving the appeal.
- The Provost and Executive Vice President of Academic Affairs may:
  - Uphold the original sanction
  - Modify the sanction
  - Dismiss the sanction entirely

The decision of the Provost and Executive Vice President of Academic Affairs is final with no further appeal possible.

Note: An effective and student-centered investigation process requires that all necessary interviews and data gathering occur promptly to expedite resolution, supporting the success and progression of all students involved. Therefore, the individual who reports the violation and the student who is the subject of the report must attend all interviews and meetings as requested when they are scheduled.

In the interest of efficiency, students' work or personal commitments cannot be taken into consideration when scheduling these meetings. All notifications regarding meetings and interviews will be sent via email and may be conducted in person or through video call. If a student fails to attend a scheduled meeting, they will forfeit their right to participate in the process or have their perspectives or information considered in the determination of sanctions.

Note: Appeals are individual student processes, and students are expected to communicate and participate on their own behalf. Third parties, including but not limited to family members, friends, attorneys, retained advocates, advisors, or other representatives, may not participate in, communicate on behalf of the student regarding, or otherwise intervene in the process. The College will communicate directly with the student regarding all matters related to the appeal.

To submit an appeal for a Sanction for Violation of the Code of Conduct, please follow the directions on the PCHS Student Hub website.

SOCIAL MEDIA GUIDELINES FOR STUDENTS

Social networks and the internet allow opportunities for rapid knowledge exchange and information dissemination among many people. This exchange does not come without risk and may be subject to discipline. Students are obligated to be aware of the benefits and potential consequences of engaging in the use of all types of social networking.

The following guidelines are designed to help Pacific College of Health and Science (PCHS or College) students use social media responsibly and professionally. They apply to any medium used in content and communication exchange including but not limited to blogs, photo sharing, online comments and posts, instant messages, videos, podcasts, microblogs, social networks, online communities and wikis. Examples of social media applications include but are not limited to Facebook, Snapchat, Twitter, TikTok, Craigslist, YouTube, LinkedIn, BlogSpot, Instagram, Upcoming, Flickr and Wikipedia.

General Conduct

1. Professionalism: Always conduct yourself in a professional tone and demeanor in all social media interactions.
2. Confidentiality: Do not post any confidential or sensitive information about patients, faculty, or fellow students. This includes but is not limited to pictures, medical records, personal identifiers, and private conversations.
3. Respect and Courtesy: Show respect for others' opinions and avoid engaging in arguments or confrontations. Be courteous in your interactions.

Patient Privacy

1. HIPAA Compliance: Adhere strictly to the Health Insurance Portability and Accountability Act (HIPAA) regulations. Do not share any information that could identify a patient or reveal details about their treatment.
2. Photographs and Videos: Do not take or share photographs or videos of patients without their explicit written consent and prior approval from the Director of Clinical Services, even if their identity is not disclosed.

Academic Integrity

1. Plagiarism: Do not share or post content that you do not own or have permission to use. Always credit sources accurately.
2. Examinations and Assignments: Do not share details about exams, assignments, or other academic assessments that could give others an unfair advantage.

Representation of the College

1. Personal Views: Make it clear when you are expressing your personal views and not those of the College. Use disclaimers where necessary.
2. College Affiliation: If you identify yourself as a student of the College, ensure your content aligns with the College's values and standards.

Professional Networking

1. Networking Etiquette: Use social media platforms like LinkedIn to build professional connections. Be mindful of how you present yourself to potential employers and colleagues.
2. Endorsements and Testimonials: Do not solicit or provide endorsements or testimonials from patients, faculty, or fellow students that could be considered unprofessional or unduly biased.

Content and Engagement

1. Quality Content: Share content that is informative, accurate, and beneficial to your audience. Avoid spreading misinformation.
2. Engagement: Engage with your audience in a meaningful way. Respond to comments and messages in a timely and professional manner.

These guidelines are in place to help you navigate social media use responsibly, respectfully, and professionally. Remember that your online presence reflects not only on you but also on PCHS and the broader community of integrative medicine.

STUDENT RECORDS

Notification Under FERPA of Student Rights Concerning Education Records and Directory Information

The Family Educational Rights and Privacy Act (FERPA) affords students certain rights with respect to their education records. See paragraph 6 below on students' right to prevent the disclosure of directory information. The FERPA rights of students are as follows:

1. Students have the right to inspect and review their education records. Students should submit to the registrar or other appropriate official written requests that identify the record(s) they wish to inspect. If the records are not maintained by the College official to whom the request was submitted, that official shall advise the student of the correct official to whom the request should be addressed. All requests shall be granted or denied in writing within 45 days of receipt. If the request is granted, the student will be notified of the time and place where the records may be inspected. If the request is denied or not responded to within 45 days, the student may appeal to the College's FERPA appeals officer, the Registrar. Additional information regarding the appeal procedures will be provided if a request is denied.
2. Students have the right to request an amendment of their education records that they believe are inaccurate or misleading. Students may ask the College to amend a record that they believe is inaccurate or misleading. Students should write to the College official responsible for the record, clearly identify the part of the record they want changed and specify why it is inaccurate or misleading. If the College decides not to amend the record as requested by students, the College will notify students of the decision and advise students of their rights to a hearing before the College's FERPA appeals officer regarding the request for amendment. Additional information regarding the hearing procedures will be provided when students are notified of their rights to a hearing.
3. Students have the right to consent to disclosure of personally identifiable information contained in their education records, except to the extent that FERPA authorizes disclosure without consent. One exception that permits disclosure without consent is disclosure to College officials with legitimate educational interests. A College official is a person employed by the College in an administrative, supervisory, academic, or clinical, or support staff position; a person or company with whom the College has contracted; a person serving on the Board of Trustees; or a student serving on an official committee, such as a disciplinary or grievance committee, or assisting other college officials in performing their tasks.

   A college official has a legitimate educational interest if access is reasonably necessary in order to perform instructional, research, administrative, or other duties and responsibilities. Upon request, the College discloses education records without consent to officials of another college or school in which a student seeks or intends to enroll.
4. Students may appeal the alleged denial of FERPA rights to:

   Dr. Ashley Kowal
   Vice President of Student Services
   Pacific College of Health and Science
   110 William Street, 19th Floor
   New York, NY 10038
5. Students have the right to file a complaint with the U.S. Department of Education concerning alleged failures by the College to comply with the requirements of FERPA. The name and address of the office that administers FERPA is:

   Family Policy Compliance Office
   U.S. Department of Education
   600 Independence Avenue, SW
   Washington, D.C. 20202-4605
6. The College will make the following student directory information available to those parties having a legitimate interest in the information: name, attendance dates (periods of enrollment), address, telephone number, date and place of birth, email address, clinic schedule, full- or part-time status, enrollment status (undergraduate, graduate, etc.), level of education (credits) completed, major field of study, degree enrolled for, previous schools attended, and degrees, honors, and awards received. By sending a note to the office of the registrar, students may request that any or all of this directory information not be released without their prior written consent. This note remains in the student's file and may be withdrawn or replaced with new directions at any time.

MAINTENANCE OF STUDENT RECORDS

In addition to permanently retaining a transcript, the College also maintains pertinent student records for all graduates and students who attend the College but withdraw before completion for an indefinite amount of time. The College maintains records relating to federal financial aid programs as provided by federal law. Student records unrelated to transcripts are kept and maintained in the student information system during the time a student is enrolled and continuing after the student is no longer enrolled for a period of 7 years. The College retains student transcripts indefinitely.

Records kept include:

1. Enrollment agreement and documentation relating to student payments
2. Student information including attendance reports, progress records, grades, student address, etc.
3. Date student completed the program and/or was terminated from the program and the reason thereof
4. Student grievances and subsequent resolutions
5. Degree conferred .

STUDENT RIGHTS AND POLICIES

Student Rights and Responsibilities
The Board of Trustees of Pacific College of Health and Science adopted the following rights and responsibilities of students:

- Pacific College of Health and Science provides students with broad, comprehensive programs in massage, nursing, acupuncture, and Chinese medicine. The College also provides cultural and community service activities.
- It is, in turn, the responsibility of the student to observe campus rules and regulations and to help maintain appropriate conditions in the classroom, on the campus, and in the community.
- By registering, the student agrees to comply with the policies and regulations of the College.

Pacific College of Health and Science is granted the right by law to adopt such rules as deemed necessary to govern its operations.

Student Rights
Pacific College of Health and Science students retain certain rights while engaged in their training programs:

- The right to express concerns and complaints without retaliation
- The right to review their student files
- The right to appeal grades to the department chair and/or academic dean and receive an unbiased review
- The right to an orderly review of complaints and concerns to the administration and, if needed, to the campus director and/or state or accreditation regulatory body
- The right to confidentiality when consulting with an advisor or counselor
- The right to reasonable assistance from the instructional staff concerning academic problems, including consultation and affordable tutoring

All students have the right to:

1. Make a report to local law enforcement and/or state police
2. Have disclosures of domestic violence, dating violence, stalking, and sexual assault treated seriously
3. Make a decision about whether or not to disclose a crime or violation and participate in the judicial or conduct process and/or criminal justice process free from pressure by the institution
4. Participate in a process that is fair, impartial, and provides adequate notice and a meaningful opportunity to be heard
5. Be treated with dignity and to receive from the institution courteous, fair, and respectful healthcare and counseling services, where available
6. Be free from any suggestion that the reporting individual is at fault when these crimes and violations are committed, or should have acted in a different manner to avoid such crimes or violations
7. Describe the incident to as few institution representatives as practicable and not be required to unnecessarily repeat a description of the incident
8. Be protected from retaliation by the institution, any student, the accused and/or the respondent, and/or their friends, family and acquaintances within the jurisdiction of the institution
9. Access to at least one level of appeal of a determination

Exercise civil rights and practice of religion without interference by the investigative, criminal justice, or judicial or conduct process of the institution.

Disclaimers
Pacific College of Health and Science disclaims liability for any damages, bodily or otherwise, incurred by students on or off campus as a result of the practice of acupuncture, Chinese herbal medicine, massage, and/or nursing in or outside of class, athletic, or extra-curricular activities. The College disclaims any liability as a result of any printing error in this catalog.

Enrollment in this institution or the payment of a fee in advance does not constitute a contract beyond any single academic term. This catalog does not constitute a contract between the student and the institution. Pacific College of Health and Science reserves the right to alter the curriculum, schedules, tuition, fees, and requirements at any time without prior notice. This catalog supersedes and replaces past issues. Students must meet the specific curriculum and graduation requirements detailed in the catalog current at the time of their initial enrollment in their current program, plus any upgraded, revised, or additional requirements applicable to them set forth by the institution in subsequent catalogs or catalog addenda.

Family Education Rights & Privacy Act (FERPA)
PCHS maintains compliance with the Family Education Rights & Privacy Act of 1974, as amended (FERPA). FERPA protects the privacy of student educational records, establishes a student's right to inspect and review their academic records and provides guidelines for correcting inaccurate and misleading data through informal and formal hearings. Generally, only directory information pertaining to a student's records can be released to any third party without written authorization of the student, judicial order or a lawfully issued subpoena.

STUDENT DISABILITY SERVICES

The College provides assistance for students, faculty, staff, and patients with disabilities and does not discriminate on the basis of disability in its programs, benefits, and services, including the admission and retention of students. Under Title III of the Americans with Disabilities Act Amendments Act of 2008 (ADAAA) and Section 504 of the Rehabilitation Act of 1973 (Section 504), qualified persons with disabilities are entitled to reasonable accommodations, including modifications to academic requirements and auxiliary aids and services, to achieve nondiscriminatory access to programs, services, and activities of Pacific College of Health and Science. Section 504 and the ADA define a 'disability,' with respect to an individual, as (1) a physical or mental impairment that substantially limits one or more major life activities, (2) a record of such impairment, or (3) being regarded as having such an impairment.

In order to ensure that qualified students with disabilities are not denied the benefits of, excluded from participation in, or otherwise subjected to discrimination in all academic and other programs, services, and activities of Pacific College of Health and Science, as required by law, reasonable accommodations and auxiliary aids and services will be provided unless it is determined that doing so would alter the essential academic requirements of the College program being pursued or to any directly related licensing requirement. These may include modifications to the academic requirements and auxiliary aids and services, including, but not limited to, auxiliary aids and services for students with hearing and visual impairments (readers and such technology as adaptive computer software and hardware, reading machines); note takers; extended or divided time on examinations for students with learning disabilities or reduced physical stamina; adjustments in course load when appropriate; and audio recording classes.

Students seeking accommodations should contact, and provide current documentation to the Student Services Coordinator who is designated as the Disability Support Services Officer for the College.

For all programs:

Student Services Coordinator
studentservices@pacificcollege.edu

Visit the College's Student Disability Services website at **www.pacificcollege.edu/current/academics/student-disability-services** for Documents, Forms, Service Animal Policy, and Accommodations Fact Sheet.

Confidentiality is subject to the Family Educational Rights and Privacy Act of 1974 (FERPA).

Complaint Resolution Procedures
The complaint resolution procedures afford students an opportunity to resolve complaints regarding accommodation eligibility decisions, accommodations, auxiliary services, communication services, denial of services, or other administrative decisions of the Disability Support Services officer.

The College's Disability Support Services Officer and Title IX Representative, to whom to bring any concerns or complaints related to Section 504, is:

Dr. Ashley Kowal
Vice President of Student Services
929-373-3223
akowal@pacificcollege.edu

REASONABLE MODIFICATIONS & ACCOMMODATIONS FOR RELIGIOUS OBSERVANCES & PRACTICES

Pacific College of Health and Science respects the right of all students to observe and practice their religious faiths. Questions regarding reasonable modifications of religious observances should be directed to the Office of the Registrar or Student Services.

For the Bachelor of Science in Nursing (Prelicensure Option), class times and clinical learning laboratory times are scheduled to accommodate clinical site availability and will take place between the hours of 8:00 a.m. and 9:00 p.m. Monday–Saturday. Clinicals are scheduled throughout the semester and may take place around the clock (including overnight shifts) on any of the seven days of the week. Clinical generally takes place in 8- or 12-hour shifts. Due to the comprehensive nature and length of the program of study, classes and clinical shifts may be held on secular and religious holidays. Students are expected to meet all attendance requirements established by the College and the clinical sites to which they are assigned.

Students whose sincerely held religious beliefs or observances may conflict with scheduled classes, clinical placements, or other academic requirements may request an accommodation by contacting the Office of the Registrar or Student Services. The College will engage in a timely, good-faith cooperative dialogue with the student to explore possible accommodations and will grant an accommodation when required by applicable law, unless the accommodation would impose an undue hardship. Accommodation requests must be submitted as early as possible, and no later than the date published by the College for submission of such requests prior to the semester or clinical placement period for which the accommodation is sought. The College may have limited ability to accommodate requests submitted after the published deadline, particularly where clinical assignments have already been made or where clinical site schedules cannot be adjusted.

NONDISCRIMINATION POLICY & POLICY STATEMENTS

General Philosophy
Pacific College of Health and Science is committed to creating and maintaining a community in which all college community members can work together in an atmosphere free from all forms of harassment, exploitation, or intimidation.

Statement of Non-Discrimination
Pacific College of Health and Science (PCHS)is committed to providing an academic and professional environment free of discrimination based on race, color, national origin, sex, sexual orientation, gender identity, gender expression, age, disability, military or veteran status, religion, political affiliation, genetic information, or any classification protected by law. Harassment that is based on any of these characteristics is a form of discrimination. PCHS policy on non-discrimination applies to admission, enrollment, employment, and access to, and participation in, all programs and activities. In addition, the College complies with federal and state laws prohibiting discrimination and harassment based on the above characteristics and will not tolerate, condone, or allow discrimination or harassment, whether engaged in by fellow students, faculty members, or nonfaculty colleagues. Individuals who wish to file a discrimination or harassment complaint may contact:

Sex and Gender-Based Complaints:
Title IX Representative,
akowal@pacificcollege.edu.

Discrimination Complaints:
Title VI Representative,
akowal@pacificcollege.edu.

Disability Complaints:
ADA/504 Coordinator,
studentservices@pacificcollege.edu.

All Other Classifications Complaints:
complaints@pacificcollege.edu.

Prohibited Romantic and Sexual Relationships with Students
Pacific College of Health and Science is committed to maintaining a safe, positive, and respectful environment in which students can study and learn without conflicts of interest, exploitation, and favoritism. The integrity of the faculty-student relationship is essential and incredibly important to Pacific College of Health and Science. Students look to their faculty, clinic supervisors, and other faculty mentors such as teaching assistants for guidance and depend upon them for advice, assessment, and advancement. Faculty-student romantic or sexual consensual relationships create the potential for abuse of authority and conflict of interest that can be actual, potential, and apparent.

Faculty-student romantic or sexual relationships are problematic under any circumstance. The inherent power differential between faculty and students undermines the possibility of meaningful consent. Such relationships introduce dynamics that detract from the educational mission of Pacific College of Health and Science.

Prohibited Relationships with Students: Pacific College of Health and Science prohibits all sexual or amorous relationships between students and faculty, clinic supervisors, or teaching assistants. Faculty, clinic supervisors, and teaching assistants are restricted from teaching, evaluating, coaching, mentoring, counseling, advising, employing, or supervising a student with whom they may have or previously had a sexual or amorous relationship.

Pre-Existing Relationships: If there is a pre-existing sexual or amorous relationship that pre-dates one or both parties' affiliation with the College, the person in the position of greater authority within the College is required to immediately inform their respective Academic Dean or Campus Director of the relationship.

The Campus Director, in consultation with the respective Academic Dean, Human Resources, and Student Services will promptly implement a recusal from the institutional relationship in a manner that results in the least harm to the student. This will include monitoring the recusal and appropriate future recusals, signing a consensual relationship agreement, and implementing appropriate remedial measures to minimize the conflict of interest or appearance thereof.

Exceptions: No exceptions will be made to this policy, especially when a faculty, clinic supervisor, or teaching assistant has educational oversight of the student.

Violations: Violations of this policy may result in sanctions, including mandatory training or counseling, corrective action, suspension, loss of privileges, demotion, removal of title(s), or termination. An ad hoc committee involving the Academic Dean, Campus Director, Human Resources, and Student Services shall determine sanctions for violations. Appeals to the committee's decision on the sanction can be made in writing within 30 days to the PCHS President and CEO.

Question or Concerns: Individuals who are or may be parties to a sexual or amorous relationship that is prohibited under this policy and have questions about this policy are encouraged to contact their respective Academic Dean or Campus Director. Suspected violations of this policy should be reported to the respective Academic Dean, Campus Director, or Student Services.

DEFINITIONS

Affirmative consent: A knowing, voluntary, and mutual decision among all participants to engage in sexual activity. Consent can be given by words or actions, as long as those words or actions create clear permission regarding willingness to engage in sexual activity. Silence or lack of resistance, in and of itself, does not demonstrate consent. The definition of consent does not vary based upon a participant's sex, sexual orientation, gender identity, or gender expression.

Discrimination: While it is not easy to define precisely all instances that may be discriminatory, they include slurs, epithets, threats, derogatory comments, visual depictions, unwelcome jokes, and teasing.

Harassment on the basis of any other protected characteristic is also strictly prohibited. Under this policy, harassment is verbal, written or physical conduct that denigrates or shows hostility or aversion toward individuals because of their veteran status, race, color, religion, sex, sexual orientation, gender identity or expression, national origin, age, physical or mental disability, marital status, citizenship, medical condition including genetic characteristics, pregnancy status, or any other characteristic protected by law, or that of his or her relatives, friends or associates, and that:

- Has the purpose or effect of creating an intimidating, hostile or offensive work or school environment,
- Has the purpose or effect of unreasonably interfering with an individual's work or study performance, or
- Otherwise adversely affects an individual's employment or education opportunities.

Hostile environment harassment occurs when unwelcome conduct, particularly of a sexual nature, is so severe, persistent, or pervasive that it affects a student's or an employee's ability to participate in or benefit from an educational program or activity or work, or creates an intimidating, threatening or abusive educational or working environment. Hostile environments can be created by one or multiple persons and can have one or more intended and unintended targets.

An offended observer is a person who is not the direct target of the offensive conduct, but rather is a witness to the harassing behavior and to whom the conduct is offensive. For example, a student may make offensive comments about sexual orientation to a fellow student while in a group of peers. The targeted student is the intended victim of the bullying student, but any of the peers who heard the comments are potentially the unintended victims of the behavior. Both targeted individuals and offended observers can initiate the anti-discrimination/harassment process. Offended observers are generally people who are able to speak for the targeted individual when that person is unable to speak for themselves.

Sexual harassment: While it is not easy to define precisely what sexual harassment is, it includes unwelcome sexual advances and requests for sexual favors and/or verbal or physical conduct of a sexual nature including, but not limited to: sex-related drawings; pictures; jokes; teasing; uninvited touching; and other sex-related comments. In addition to creation of a hostile environment, sexual harassment can also occur as quid pro quo.

Quid pro quo: Harassment occurs when a school employee causes a student or colleague to believe that he or she must submit to unwelcome sexual conduct in order to participate in a school program, activity, or as a condition of employment. It can also occur when an employee causes a student to believe that the employee will make an educational decision based on whether or not the student submits to unwelcome sexual conduct. For example, when a teacher threatens to fail a student unless the student agrees to date the teacher, it is quid pro quo harassment. It does not matter whether the student refuses to submit to the teacher's demands and suffers the threatened harm or does what the teacher wants and thus avoids the harm; in both cases, this act of harassment by the school employee is unlawful.

Retaliation

Pacific College of Health and Science prohibits retaliation against anyone who reports an incident of alleged harassment, discrimination or other unlawful conduct or any person who assists or participates in a proceeding, investigation or hearing relating to such allegations. Retaliation includes but is not limited to, any form of intimidation, reprisal or harassment. All complaints of retaliation should be reported in accordance with the complaint procedures. If the procedures outlined above would result in the student being required to submit their complaint to the person whom they believe is retaliating against them, the student may submit the retaliation complaint to the campus director, who will determine an appropriate party to address the retaliation complaint.

Submission of a good-faith complaint or report of harassment, discrimination or other unlawful conduct will not adversely affect the student's future grades, learning or academic environment. PCHS will discipline or take appropriate action against anyone who retaliates against any person who reports an incident of alleged harassment, discrimination or other unlawful conduct or who retaliates against any person who testifies, assists or participates in a proceeding, investigation or hearing related to such allegations.

Amnesty
The health and safety of every student at the Pacific College of Health and Science is of utmost importance. Pacific College of Health and Science recognizes that students who have been drinking and/or using drugs (whether such use is voluntary or involuntary) at the time that violence, including but not limited to domestic violence, dating violence, stalking, or sexual assault occurs may be hesitant to report such incidents due to fear of potential consequences for their own conduct. Pacific College of Health and Science strongly encourages students to report domestic violence, dating violence, stalking, or sexual assault to institution officials. A bystander acting in good faith or a reporting individual acting in good faith that discloses any incident of domestic violence, dating violence, stalking, or sexual assault to Pacific College of Health and Science's officials or law enforcement will not be subject to Pacific College of Health and Science's code of conduct action for violations of alcohol and/or drug use policies occurring at or near the time of the commission of the domestic violence, dating violence, stalking, or sexual assault.

Confidentiality
PCHS wishes to create an environment in which individuals feel free to discuss concerns. PCHS understands that students, witnesses and others involved in the investigation process may be concerned about the confidentiality of information they are sharing. In some cases, however, PCHS may be obligated to take action when it becomes aware of information relating to a complaint. Confidentiality will be maintained to the extent possible and consistent with PCHS' obligations in investigating complaints.

Once an individual discloses identifying information to PCHS through the processes described above, they will be considered to have filed a complaint with PCHS. While the confidentiality of information received, the privacy of individuals involved and compliance with the wishes of the student or witnesses cannot be guaranteed, they will be respected to the extent possible and appropriate.

Even Pacific College of Health and Science offices and employees who cannot guarantee confidentiality will maintain complainant privacy to the greatest extent possible. The information provided to a non-confidential resource will be relayed only as necessary for the Title IX coordinator and/or campus director to investigate and/or seek a resolution.

Sanctions
If the school discovers an incident of harassment or discrimination, it has an obligation to stop it and ensure that it does not happen again. Sanctions may include appropriate disciplinary and/or remedial action, warning, censure, suspension, or dismissal from employment or from the program.

For crimes of violence including but not limited to sexual violence, defined as crimes that meet the reporting requirements pursuant to the federal Clery Act established in 20 U.S.C.1092(f)(1)(F)(i)(I)-(VIII), Pacific College of Health and Science shall make a notation on the transcript of students found responsible after a conduct process that they were "suspended after a finding of responsibility for a code of conduct violation" or "expelled after a finding of responsibility for a code of conduct violation". For the respondent who withdraws from Pacific College of Health and Science while such conduct charges are pending, and declines to complete the disciplinary process, Pacific College of Health and Science shall make a notation on the transcript of such students that they "withdrew with conduct charges pending." Student appeals seeking removal of a transcript notation for a suspension are referred to the College's grievance policy. Such notation shall not be removed prior to one year after conclusion of the suspension, while notations for expulsion shall not be removed. If a finding of responsibility is vacated for any reason, any such transcript notation shall be removed.

Interim Measures and Accommodations
The reporting individual(s) may obtain reasonable and available interim measures and accommodations that effect a change in academic, employment, transportation, or other applicable arrangements in order to help ensure safety, prevent retaliation, and avoid an ongoing hostile environment, consistent with Pacific College of Health and Science's policies and procedures. Both the accused or respondent and the reporting individual(s) shall, upon request and consistent with Pacific College of Health and Science's policies and procedures, be afforded a prompt review, reasonable under the circumstances, of the need for and terms of any such interim measure and accommodation that directly affects him or her and shall be allowed to submit evidence in support of his or her request.

Additional Enforcement Information
In addition to Pacific College of Health and Science's internal complaint procedure, the U.S. Equal Employment Opportunity Commission (EEOC), the Office for Civil Rights, U.S. Department of Education, the California Department of Fair Employment and Housing (DFEH), and the Illinois Department of Human Rights (IDHR) investigate and prosecute complaints of sexual harassment.

Prevention of Harassment
Pacific College of Health and Science is committed to providing awareness of the complaint procedure, ensuring immediate and appropriate action, and doing its best so that each student/staff member is comfortable bringing any issue to the school's attention.

CRIME AWARENESS AND CAMPUS SECURITY ACT

Each year on October 1st, as required by the Crime Awareness and Campus Security Act of 1990, as amended, PCHS publishes a report outlining security and safety information, as well as crime statistics for the community. This report provides suggestions about crime-prevention strategies, as well as important policy information on emergency procedures, reporting of crimes and support services for victims of sexual assault. The report also contains information about PCHS's policy on alcohol and drugs and informs students where to obtain a copy of the alcohol and drug policy and is available online at **www.pacificcollege.edu/about/consumer-information.**

Alcohol and Drug Use Policy
Pacific College of Health and Science is dedicated not only to teaching and to the advancement of knowledge but also to the development of ethical and responsible individuals. The College seeks to achieve these goals through a sound educational program and policies that encourage maturity and independence. The regulations that govern student and employee conduct have been formulated with those objectives in mind.

The U.S. Department of Education regulations implementing the provisions of the Drug Free Schools and Communities Act and the Drug Free Workplace Act require that the College, as a recipient of federal funding, establish policies that prohibit marijuana use, possession, and distribution on campus and in the workplace.

These regulations require that a college distribute information annually about the possession, use, and distribution of alcohol and illicit drugs, including marijuana, regardless of state laws. Members of the Pacific College of Health and Science community are bound by federal, state, and municipal laws as well as by the regulations of the Board of Trustees of Pacific College of Health and Science.

The manufacture, distribution, possession, or use of federally illegal drugs or other controlled substances and the unauthorized use of alcohol by students on campus and by college employees at work is prohibited.

On Nov. 8, 2016, California voters passed Proposition 64 legalizing the use of recreational marijuana among people over the age of 21. It is important to understand that Prop. 64 does not change Pacific College of Health and Science policy; marijuana remains prohibited on all college property and at all college events.

Any person found to have violated the College policy on alcohol and drug use is subject to discipline and this may be cause for disqualification from federal student aid. The legal age for drinking alcohol in California, New York and Illinois is 21, and state laws deal harshly with underage drinking. As stated earlier, it is also against the law in California, New York, and Illinois to sell or give away alcohol to anyone under the age of 21.

STUDENT CONSUMER COMPLAINTS

Grievance Policy and Procedure for Campus Programs

This provides a formal process for students to raise concerns and complaints, referred to as grievances, that cannot be resolved through informal resolution. The College is committed to providing a learning environment that is respectful, fair, and free from inequitable treatment. This policy outlines the procedures for the filing, investigation, and resolution of student grievances.

Informal Resolution Requirement
Before initiating a formal grievance, students are expected to make a sincere effort to resolve concerns informally. This typically includes direct communication with the person or office involved, or with the assistance of a faculty member, academic leader, student services staff member, or another appropriate College representative. Most concerns can and should be resolved at the lowest possible level through open, respectful dialogue.

If informal attempts at resolution are unsuccessful or if the student believes that informal resolution is not appropriate or safe, the formal grievance procedure may be initiated.

Definition of a Grievance
A grievance is a formal complaint made by a student regarding an alleged:

- Violation of College policy or procedure
- Unfair treatment by a College employee
- Failure to provide usual and customary services at an appropriate level (this does not include disability services or reasonable accommodations required under the Americans with Disabilities Act, which are handled by a separate policy and procedure)
- Inappropriate conduct by a College employee
- Discrimination or harassment (this does not include protections under Title IX of the Education Amendments of 1972 including sex discrimination, sexual harassment, sexual violence, and other forms of gender-based discrimination in educational settings, which are handled by a separate policy and procedure)
- Retaliation for raising a concern or complaint
- Administrative errors or delays that adversely impact a student

Grievances vs. Appeals – Key Distinctions
A grievance is not an appeal. Appeals are not handled under this policy

Appeals are requests to review or reverse an official decision based on specific grounds (e.g., error, new evidence, arbitrary or capricious action, or disproportionate sanction). Appeals are available only in defined situations and are governed by separate policies and procedures, including but not limited to:

- Academic Grade Appeals Policy
- Code of Conduct Sanction Appeals Policy
- Academic Integrity Sanction Appeals Policy

Decisions rendered through the College's formal appeals processes are final, as specified within the individual appeal policies governing each type of appeal. Once an appeal has been reviewed and a final determination has been issued in accordance with the applicable policy, no further institutional review will occur.

Grievances, on the other hand, are formal complaints about behaviors, actions, or conditions that a student believes are unfair, unjust, or harmful.

Grievances cannot be used to challenge official College, department, or program policies themselves. Students may raise concerns about the application of a policy, but the existence or content of a duly approved policy may not be the subject of a grievance.

Grievances must be submitted in good faith. Frivolous or intentionally misleading grievances may result in sanctions for violation of the Code of Conduct.

The grievance process is separate and distinct from the College's appeals processes and may not be used as an additional level of review for matters that are subject to an established appeal procedure. Issues that have been addressed, or are eligible to be addressed, through an applicable appeals process are not eligible for review through the grievance process.

Formal Grievance Submission Procedure

If informal resolution has not resolved the matter, the student may file a formal grievance by completing the online grievance form by going to the StudentHub, and clicking on Contact Us.

The form must include:

1. Full accounting of the grievance (including names, dates, and relevant details)
2. A summary of efforts made to resolve the issue informally
3. Any supporting documentation
4. Clear statement of desired resolution (what outcome is desired?)

Upon receipt, the grievance will be forwarded to the Vice President of Student Services, who will collaborate with the appropriate College leaders (e.g., department chair, director, dean) to:

- Review the grievance
- Conduct any necessary investigation, which may include interviews or document review
- Render a decision and determine any corrective actions

The student will receive an official email outlining the findings and any actions taken.

Further Action – Grievance Panel Review

If the student is not satisfied with the outcome, they may request further review within one (1) week of receiving the decision. The request must be submitted in writing via the online form (follow the directions on the PCHS Student Hub website) and include:

- A summary of why the initial resolution was unsatisfactory
- Any new information or documentation not previously available
- Clear statement of desired resolution (what outcome is desired?)

The Office of the President will convene a Grievance Panel composed of three faculty or staff members with subject matter expertise and no prior involvement in the case. The panel may:

- Conduct additional interviews or fact-finding
- Review all submitted materials
- Make a written and confidential recommendation to the President

The President will issue a final written decision via email to the student within three weeks of the student's request for further action. The President's decision is final and not subject to further review.

During a period of suspension, interim suspension, or after expulsion or disqualification, the student shall not, without prior written permission of the campus director or their designated representative, enter the premises other than to attend a disciplinary hearing. Violation of any condition of suspension or interim suspension shall be grounds for expulsion.

Confidentiality and Retaliation

The College will make every effort to maintain confidentiality during the grievance process and will not tolerate retaliation against any student for filing a grievance or participating in an investigation. Any concerns about retaliation should be reported immediately to the Office of the President.

Third Party Representation

Grievances are individual student processes, and students are expected to communicate and participate on their own behalf. Third parties, including but not limited to family members, friends, attorneys, retained advocates, advisors, or other representatives, may not participate in, communicate on behalf of the student regarding, or otherwise intervene in the process. The College will communicate directly with the student regarding all matters related to the grievance.

To submit a Grievance, please complete the online grievance form by going to the StudentHub, and clicking on Contact Us .

Complaint Process for Distance Education Programs

Pacific College of Health and Science has an established process for handling complaints and concerns from students and prospective students.

PCHS strives to resolve student complaints and grievances within the College. Students not satisfied with the final disposition of the complaint process may contact the College's accrediting agencies and/or the relevant state authority in which the student resides. See the **Student Consumer Complaints Process** site for contact information.

Pacific College of Health and Science is approved by the state of New York to participate in the National Council for State Authorization Reciprocity Agreements (NC-SARA). PCHS is committed to investigating consumer protection concerns raised by students in distance education programs/ courses and follows the complaint resolution policies and procedures outlined within the SARA Policy Manual and summarized here: https://www.nc-sara.org/sara-student-complaints-0.

Complaint Process for Out-of-State Students in SARA Member States and Territories:
PCHS distance education students residing outside of New York State who have a consumer protection related complaint regarding distance education programs and courses should first seek to resolve such a complaint within the College. Complaints/grievances may be submitted to a Complaint Administrator at any time by emailing complaints@pacificcollege.edu, or by going to the StudentHub, and clicking on Contact Us , or by submitting a Complaint Form.

If the complaint remains unresolved after all institutional procedures have been exhausted, a student residing in a SARA states/territory may direct the complaint to the New York SARA State Portal Entity. Students may appeal the institution decision to the SARA State Portal Entity in New York State within two years of the incident about which the complaint is made. (Please note, SARA Policies do not cover complaints regarding grades or student conduct violations.)

For detailed information about the New York State Education Department complaint process, visit https://www.nysed.gov/college-university-evaluation/sara-student-complaint-process.

New York State Portal Entity Contact:
Andrea Richards,
Supervisor of Higher Education Programs

New York State Education Department,
89 Washington Avenue,
Albany, NY 12234
518-474-1551
IHEauthorize@nysed.gov

CAMPUS GUIDELINES

Emergency Procedures
During periods of campus emergency, as determined by the campus director, the campus director may, after consultation with the president and such members of the Board of Trustees as are immediately available, place into immediate effect any emergency regulations or procedures necessary to meet the emergency, safeguard persons and property, and maintain educational activities.

The campus director may immediately impose an interim suspension in cases where there is reasonable cause to believe that such action is required in order to protect lives or property, and/or to ensure the maintenance of order.

Any clinical faculty member or clinic director may immediately impose an interim suspension upon a clinical trainee in cases where there is reasonable cause to believe that such action is required in order to protect the health and welfare of persons and/or the professional reputation of the school.

Campus and Classroom Safety
Classrooms are often used for multiple teaching purposes. Therefore, please adhere to the designated "Healthcare Training Area" signs, which state, "In classrooms where training is occurring do not eat, drink, smoke, apply cosmetics or lip balm, or handle contact lenses."

Shoes must be worn on campus at all times, except during designated practical classes when it is required or appropriate to remove them.

For the safety and security of faculty, students and staff, video/audio recording may occur in common areas such as hallways and lounges on campus. These are deleted every 14 days.

Guests on Campus
Guests, including minor children, may not be brought by students or staff to classrooms or to the clinic (unless as a patient in authorized areas).

Pets on Campus
Pets of any kind, aside from documented service animals, are not permitted in the school's buildings at any time. If you are the owner of a service animal, please follow the Disability Support Services steps for approval.

Other Holdings
There are many resources available in the Pacific College of Health and Science libraries, including Eastern and Western biomedical books, journals, multi-media resources, and anatomical models. The three campuses' collections total over 120,000 items, including 108,700 e-resources (databases and e-books), over 43,978 printed volumes, over 133 journals, and over 4,580 educational software items, i.e., CDs and DVDs. In addition, the library has 241 database links. The library also has a unique collection of Chinese language monographs. Post-graduate doctoral capstone dissertations are available for reference use in the library. Required texts are available at the library's circulation desk.

STUDENT SERVICES

WELLCONNECT

Pacific College of Health and Science has partnered with WellConnect to provide students and their immediate family members with 24/7 confidential support services, including immediate access to counselors, online self-help tools, and assistance in identifying community-based agencies to facilitate childcare, transportation, and other daily living needs. Common reasons why students reach out to WellConnect include but are not limited to: feelings of stress related to school, family, or work; struggles with depression or anxiety; relationship issues; drug or alcohol problems; childcare concerns; and financial troubles.

To contact WellConnect:
Phone Number: 866-640-4777

Website: **wellconnect.personaladvantage.com**

School Access Code:
San Diego L357
New York M662
Chicago T172

In addition to covering all PCHS students, WellConnect provides free and confidential services to all their immediate family members:

- Siblings
- Parents
- Children by blood, adoption, or marriage
- Spouses/partners
- Grandparents
- Grandchildren

Students Succeed with Academic Tutors
Pacific College of Health and Science's community provides support for success. Student advisors encourage students to form study groups. Study groups are normally formed among students enrolled in a given course. Please contact the faculty member or teaching assistant of any course for which you feel the need for a study group.

Students having difficulty are advised to seek tutoring from an advanced student employed in the College's tutorial program. A list of eligible tutors can be obtained from the Student Services Department or student advisors. Students who experience minor difficulty with a specific subject can seek assistance from the faculty member of the course during office hours or by appointment.

Undergraduate Success Education (USE) Class (Chicago campus)

General Study Skills (San Diego campus)

Public Safety Seminar (New York campus)
This class requires **100% mandatory attendance** for all students in the Massage Therapy/Asian Holistic Health programs. This course will give students first-year experience with time management, study skills, e-learning platforms, StudentHub and the Campus Vue portal. There is no fee.

ATI Launch Bachelor of Science in Nursing (Prelicensure Option)
All program students must complete the ATI Launch (evidence based academic skill enrichment program) program as an extra-curricular activity during the final term of general education coursework. The requirement is completion of the program. No specific end achievement score is required.

ACADEMIC ADVISING

Students often need assistance with course selection and scheduling. Student advisors are available to help. In cases where a student is not making satisfactory progress in a course, or in the program as a whole, advisement is usually required with the academic dean, program director, and/or vice president of student services. Student advisors or the registrar will meet with or review the file of each graduate student prior to the student taking the first or second comprehensive exam to ascertain that the student is making appropriate progress.

CAREER AND ALUMNI SERVICES

The College offers the following services to support graduates in obtaining employment and/or establishing a private practice:

- Pacific College of Health and Science Alumni Network (PCAN) features graduated directory for referrals, event postings, groups and clubs, job board, resources including discounts, and more
- College Library access onsite and online for life
- College email and Microsoft Office suite, for life (assuming no changes in Microsoft user agreement)
- Business courses as part of the curriculum
- Job placement assistance
- Assistance developing a private practice and other career matters
- Alumni newsletter
- Practitioner database with referrals for the public
- "Practice Success" webinars and classes
- Outreach, public speaking, networking, and promotional opportunities
- Continuing education online and onsite, plus Pacific Symposium
- Development and maintenance relationships with employers, governing bodies, professional organizations, and community agencies for the benefit of alumni
- An alumni network of thousands in over 37 states and a dozen foreign countries

Though the College supports graduates in the variety of ways listed above, it makes no guarantee of employment or referral. Services provided by the College are offered as assistance to graduates seeking employment, but placement is not offered as an assumption of the responsibility for finding the student a job.

INFORMATION TECHNOLOGY (IT) SUPPORT SERVICES

All students are assigned a Pacific College of Health and Science email account that is vital to being informed. Students also have access to StudentHub, (studenthub.pacificcollege.edu), the main online information center.

Wireless internet access is provided on each campus. The library contains a computer lab for research and use by students. Student accounts will be discontinued approximately six months after the student's graduation date or immediately upon discontinuation of the program.

Appropriate Classroom Electronic Device Use

Acceptable in-class uses of laptops and other electronic devices include:

1. Taking notes
2. Following along with the faculty member on digital files such as PowerPoint
3. Working on assigned in-class activities, projects, and discussions for that class only

Unacceptable in-class uses of laptops and other electronic devices*:

1. Instant messaging
2. Emailing
3. Surfing the Internet
4. Playing games
5. Writing papers
6. Doing homework
7. Use during examinations

* Pacific College of Health and Science faculty consider inappropriate in-class use of laptops and electronic devices equivalent to non-participation in class and reserve the right to lower student grades accordingly.

E-Learning/Online/Distance Education Expectations and Conduct

For all programs, students may be required to complete various assignments through the online e-learning platform; as a result, students are required to have a dedicated computer with reliable access. A phone or other mobile device is not an acceptable substitute. Students are required to read the Information Technology and Support section of the catalog and are responsible for meeting the Technology Requirements to be successful with coursework.

During online courses, students are required to keep on their cameras while in class to verify active participation. If a student becomes disruptive to faculty or other classmates during an online course, the student may be removed for the remainder of that class session.

Incoming students receive a comprehensive set of technology requirements and technical trainings. Pacific College of Health and Science provides a dedicated training course TTS101 (Technical Training for Students) which prepares students to be proficient with our IT systems and online classes. The TTS101 course covers the learning management system (Moodle or Blackboard), which encompasses navigation of courses, assignments, quizzes, discussion forums, evaluations, and more. Further, the TTS course covers the video communication system Zoom, Office 365, and the student information system portal.

Beyond the technology training course, Pacific College of Health and Science offers an open office platform to connect with individuals from the IT department in real-time. Students who have additional questions or encounter a challenge with the TTS course can access the live open office any day of the week in the two weeks leading up to the term. Beyond that, Pacific College of Health and Science offers a plethora of helpful articles including video documentation and step-by-step tutorials with screenshots. A vast majority of problems that students may encounter can be resolved by the student in real-time by following the steps provided in our knowledge base.

Pacific College of Health and Science uses MyPortico, an electronic attendance tracking system. This requires that students use a smartphone or tablet to log their class attendance. All students must agree to maintain possession of a personal smartphone or tablet while enrolled at the College.

Please access information below:

- The knowledge base, called "StudentHub", can be viewed here
- Computer requirements and recommendations for all students can be viewed here
- Cybersecurity and privacy information for students can be viewed here
- Technology support information can be viewed here

Bachelor of Science in Nursing (Prelicensure Option) Laptop Requirements

Students are responsible for providing their own laptop, which is used extensively in the program.

Below are the minimum hardware and software specifications:

- Windows PC
- Wireless capability
- Windows OS
  - 64-bit version of Windows 10 and Windows 11
  - No Chromebooks
  - OS must be updated at all times
  - Any OS not up to date may have reduced functionality
- 4GB of usable RAM or higher
- Hard drive: 4GB or higher of available space
- Screen resolution should be at least 1280x768. Scaling should be set to 100%
- Antivirus protection
- Webcam and microphone

LIBRARIES

Digital Library

The Pacific College of Health and Science digital libraries contain extensive electronic resources, databases, e-books, and online journals. The library provides classes on locating materials in all formats and databases. The College's e-resources are accessible through the online catalog at **p94022.eos-intl.net/P94022/OPAC/Index.aspx**.

Online tutorials cover accessing catalogs, print and non-print resources, e-books, and databases including PubMed, MedlinePlus, Alt Healthwatch, Medline with Full Text, EJS online journals, Cochrane Library, ProQuest Nursing and Allied Health, and the Pacific College of Health and Science Audio Library.

There are several categories of databases including Health Databases, Complementary and Alternative Medicine Databases, e-books and more. These are located at: **p94022.eos-intl.net/P94022/OPAC/Index.aspx**.

Students can request special assistance and tutorials at the library.

HOUSING

The College has no dormitory facilities or other housing options on campus or under its control. However, a wide range of housing is available near the Pacific College of Health and Science facilities. An admissions representative can provide information about neighborhoods, pricing, or rental resources.

California's Bureau for Private Postsecondary Education (BPPE) requires publication of estimated housing costs. The availability of housing will shift slightly throughout the year, however each of our campuses is located near apartments, condos, and homes, and each campus is located near public transportation to accommodate those who choose to live further away. Please see below for San Diego campus-specific information:

SAN DIEGO CAMPUS

Cost estimate for renters:
A 1-bedroom rental in San Diego county ranges from $3,438 -$3,850 according to zumper.com (January 2025)

Housing resources:

Apartment Finders	(619) 296-2787
Apartment Locators	(858) 569-7368
Tenant Finders	(619) 574-8035
Roommate Finders	(619) 574-6876

STUDENT FINANCIAL ASSISTANCE

Eligible United States citizens or permanent residents in the massage and nursing certificate programs, associate, bachelor's, master's, entry-level, and transitional doctoral degree completion programs may participate in federal and state student aid programs. For further eligibility information or for more details on Federal Pell Grants, Federal Direct Loan, Federal Supplemental Education Opportunity Grants and Federal Work Study Programs, please visit the U.S. Department of Education website: **studentaid.gov**. Your rights and responsibilities as a borrower are included. Students should read this information before applying for a student loan. Additional important information is detailed in Pacific College of Health and Science's Financial Aid Policy, available at: **www.pacificcollege.edu/prospective/financial-aid**. Deadlines may apply, so contact Pacific College of Health and Science's Financial Aid Office early. For information about state financial aid programs, please contact the Financial Aid Office.

Financial Assistance for Students Not Eligible for Federal or State Student Aid Programs

Students may apply for private educational loans. See the Financial Aid Office for details. From time to time, Pacific College of Health and Science becomes aware of private financial assistance programs or scholarships. Please check with the branch financial aid office for the latest details.

TUITION & ASSISTANCE



TUITION AND FEES



All tuition and fees are effective **September 1, 2026** and based on the model curricula.

Please Note:

- College items lost or broken will be charged at the College's replacement cost plus expenses.
- Additional class supplies may be required by the faculty member and may be purchased in the bookstore.
- Students enrolled in online programs are exempt from Student Council and Student ID fees.
- Library: if students lose or damage books, the library charges the replacement cost of the lost/damaged materials. The library itself only accepts cash (no checks). Students can pay for lost or damaged books with a credit card at the bookstore. Bring your receipt and book to the library for confirmation. In addition to the replacement price, the library will charge a fee of $0.40/day per media/book for accounts that are put on registration holds.

SAN DIEGO CAMPUS

DOCTOR OF ACUPUNCTURE WITH CHINESE HERBAL MEDICINE SPECIALIZATION (DAcCHM) TUITION AND FEES

DOCTOR OF ACUPUNCTURE WITH CHINESE HERBAL MEDICINE SPECIALIZATION (DAcCHM)	AMOUNT
Total Tuition	$91,301.25
Total Required Program Fees	$7,340.50
Total Additional Fees	Contingent
Total Comprehensive Exam Fees	Contingent
ESTIMATED TOTAL CHARGES FOR PROGRAM:	**$98,641.75**

TUITION	REFUND STATUS	FREQUENCY (PER HOUR)	AMOUNT	TOTAL
Clinical Hours	See Refund Policy	960	$21.95	$21,072.00
Didactic Hours	See Refund Policy	2,227.5	$27.30	$60,810.75
Lab Hours	See Refund Policy	345	$27.30	$9,418.50
TOTAL TUITION:				**$91,301.25**

REQUIRED PROGRAM FEES*	REFUND STATUS	FREQUENCY	AMOUNT	TOTAL
Administrative Fee	Non-refundable	Per Term (11)	$40	$440
Application Fee	Non-refundable	One time	$50	$50
Books	See Refund Policy	Total Program	Varies by Text/Book - approx.	$5,000
CALE Exam Prep Course	Non-refundable	One time	$384.50	$384.50
CPR	Non-refundable	One Time	Approx. $100	$100
First Time Fee for Comprehensive Exams	Non-refundable once exam is taken	One Time	$56	$56
Foundations of Evidence-Informed Practice Class	Non-refundable	One Time	$65	$65
General Biology Class	Non-refundable	One Time	$20	$20
Malpractice Insurance	Non-refundable after Add/Drop	Per Term (11)	$70	$770
Student Council Fee	Non-refundable after Add/Drop	Per Term (11)	$10	$110
Student ID	Non-refundable	One Time	$15	$15
Technology Fee	Non-refundable	Per Term (11)	$30	$330
***Non-refundable after cancellation period. For details, see the Cancellations, Withdrawals, and Refunds section of the Academic Catalog.**			**TOTAL REQUIRED FEES:**	**$7,340.50**

ADDITIONAL FEES	REFUND STATUS	FREQUENCY	AMOUNT
Add Fee	Non-refundable after 1st week of term	Per Transaction	$50
Assessment Fee for Transfer of Credits	n/a	n/a	n/a
Audit of Clinical Shift	Non-refundable	Per Shift	50% of clinical shift tuition
Audit of Course	Non-refundable	Per Course	$110
Certified Copy of Documents (PCHS student)	Non-refundable	Per Transaction	$15
Drop Fee	Non-refundable after 1st week of term	Per Transaction	$10
Duplicates of Diplomas/Certificates	Non-refundable	Per Transaction	$50
ECE Evaluation	Non-refundable	Contingent	$75 - $250
Fees to Transfer Credits	n/a	n/a	n/a
Independent Study (if available)	Non-refundable	Per Hour	200% of tuition rate
In-Resident Housing	n/a	n/a	n/a
Intercampus Transfer Fee	Non-refundable	Contingent	$100
International Student Services Fee	Non-refundable	Per Hour	$64
Late Graduation Application Fee	Non-refundable	Contingent	$25
Late Registration Fee	Non-refundable after Add/Drop	Per Course	$50
Late Tuition Fee	Non-refundable	Contingent	$25 (maximum $50/month)
Library Charge	Non-refundable	Contingent	$0.40 per day
Non-Credit, Remedial Hours	Non-refundable	Per Hour	$25.85
Re-Application Fee	Non-refundable	Contingent	$50
Returned Check	Non-refundable	Per Transaction	$35 + late tuition fee (if applicable)
Student ID Card Replacement	Non-refundable	Contingent	$15
Transcript Request	Non-refundable	Contingent	$15
Tuition Payment Plan Fee	Non-refundable	Per Term	$25
Tutoring	n/a	n/a	n/a

COMPREHENSIVE EXAM FEES	REFUND STATUS	FREQUENCY	AMOUNT
Failed Exam: Practice Retake	Non-refundable	Per section	$11
Failed Exam: Written Retake	Non-refundable	Per section	$6
Specially Scheduled Exam Retake: Practical	Non-refundable	Contingent	$100
Specially Scheduled Exam Retake: Written	Non-refundable	Contingent	$60
Specially Scheduled Exam: Practical	Non-refundable	Contingent	$150
Specially Scheduled Exam: Written	Non-refundable	Contingent	$95

MASTER OF ACUPUNCTURE WITH CHINESE HERBAL MEDICINE SPECIALIZATION (MSAcCHM) TUITION AND FEES

MASTER OF ACUPUNCTURE WITH CHINESE HERBAL MEDICINE SPECIALIZATION (MSAcCHM)	AMOUNT
Total Tuition	$86,298.75
Total Required Program Fees	$7,240.50
Total Additional Fees	Contingent
Total Comprehensive Exam Fees	Contingent
ESTIMATED TOTAL CHARGES FOR PROGRAM:	**$93,539.25**

TUITION	REFUND STATUS	FREQUENCY (PER HOUR)	AMOUNT	TOTAL
Clinical Hours	See Refund Policy	900	$21.95	$19,755.00
Didactic Hours	See Refund Policy	2,077.5	$27.30	$56,715.75
Lab Hours	See Refund Policy	360	$27.30	$9,828.00
TOTAL TUITION:				**$86,298.75**

REQUIRED PROGRAM FEES*	REFUND STATUS	FREQUENCY	AMOUNT	TOTAL
Administrative Fee	Non-refundable	Per Term (11)	$40	$440
Application Fee	Non-refundable	One time	$50	$50
Books	See Refund Policy	Total Program	Varies by Text/Book - approx.	$4,900
CALE Exam Prep Course	Non-refundable	One time	$384.50	$384.50
CPR	Non-refundable	One Time	Approx. $100	$100
First Time Fee for Comprehensive Exams	Non-refundable once exam is taken	One Time	$56	$56
Foundations of Evidence-Informed Practice Class	Non-refundable	One Time	$65	$65
General Biology Class	Non-refundable	One Time	$20	$20
Malpractice Insurance	Non-refundable after Add/Drop	Per Term (11)	$70	$770
Student Council Fee	Non-refundable after Add/Drop	Per Term (11)	$10	$110
Student ID	Non-refundable	One Time	$15	$15
Technology Fee	Non-refundable	Per Term (11)	$30	$330
***Non-refundable after cancellation period. For details, see the Cancellations, Withdrawals, and Refunds section of the Academic Catalog.**			**TOTAL REQUIRED FEES:**	**$7,240.50**

ADDITIONAL FEES	REFUND STATUS	FREQUENCY	AMOUNT
Add Fee	Non-refundable after 1st week of term	Per Transaction	$50
Assessment Fee for Transfer of Credits	n/a	n/a	n/a
Audit of Clinical Shift	Non-refundable	Per Shift	50% of clinical shift tuition
Audit of Course	Non-refundable	Per Course	$110
Certified Copy of Documents (PCHS student)	Non-refundable	Per Transaction	$15
Drop Fee	Non-refundable after 1st week of term	Per Transaction	$10
Duplicates of Diplomas/Certificates	Non-refundable	Per Transaction	$50
ECE Evaluation	Non-refundable	Contingent	$75 - $250
Fees to Transfer Credits	n/a	n/a	n/a
Independent Study (if available)	Non-refundable	Per Hour	200% of tuition rate
In-Resident Housing	n/a	n/a	n/a
Intercampus Transfer Fee	Non-refundable	Contingent	$100
International Student Services Fee	Non-refundable	Per Hour	$64
Late Graduation Application Fee	Non-refundable	Contingent	$25
Late Registration Fee	Non-refundable after Add/Drop	Per Course	$50
Late Tuition Fee	Non-refundable	Contingent	$25 (maximum $50/month)
Library Charge	Non-refundable	Contingent	$0.40 per day
Non-Credit, Remedial Hours	Non-refundable	Per Hour	$25.85
Re-Application Fee	Non-refundable	Contingent	$50
Returned Check	Non-refundable	Per Transaction	$35 + late tuition fee (if applicable)
Student ID Card Replacement	Non-refundable	Contingent	$15
Transcript Request	Non-refundable	Contingent	$15
Tuition Payment Plan Fee	Non-refundable	Per Term	$25
Tutoring	n/a	n/a	n/a

COMPREHENSIVE EXAM FEES	REFUND STATUS	FREQUENCY	AMOUNT
Failed Exam: Practice Retake	Non-refundable	Per section	$11
Failed Exam: Written Retake	Non-refundable	Per section	$6
Specially Scheduled Exam Retake: Practical	Non-refundable	Contingent	$100
Specially Scheduled Exam Retake: Written	Non-refundable	Contingent	$60
Specially Scheduled Exam: Practical	Non-refundable	Contingent	$150
Specially Scheduled Exam: Written	Non-refundable	Contingent	$95

ASSOCIATE OF APPLIED SCIENCE HOLISTIC HEALTH SCIENCE (AAS HHS) TUITION AND FEES

ASSOCIATE OF APPLIED SCIENCE HOLISTIC HEALTH SCIENCE (AAS HHS)	AMOUNT
Total Tuition	$31,042.88
Total Required Program Fees	$2,015
Total Additional Fees	Contingent
ESTIMATED TOTAL CHARGES FOR PROGRAM:	**$33,057.88**

TUITION	REFUND STATUS	FREQUENCY (PER HOUR)	AMOUNT	TOTAL
Clinical Hours	See Refund Policy	120	$21.40	$2,568.00
Didactic Hours	See Refund Policy	585	$26.55	$15,531.75
Lab Hours	See Refund Policy	487.5	$26.55	$12,943.13
TOTAL TUITION:				**$31,042.88**

REQUIRED PROGRAM FEES*	REFUND STATUS	FREQUENCY	AMOUNT	TOTAL
Administrative Fee	Non-refundable	Per Term (5)	$40	$200
Application Fee	Non-refundable	One time	$50	$50
Books	See Refund Policy	Total Program	Varies by Text/Book - approx.	$1,350
CPR	Non-refundable	One Time	Approx. $100	$100
Malpractice Insurance	Non-refundable after Add/Drop	Per Term (5)	$20	$100
Student Council Fee	Non-refundable after Add/Drop	Per Term (5)	$10	$50
Student ID	Non-refundable	One Time	$15	$15
Technology Fee	Non-refundable	Per Term (5)	$30	$150
***Non-refundable after cancellation period. For details, see the Cancellations, Withdrawals, and Refunds section of the Academic Catalog.**			**TOTAL REQUIRED FEES:**	**$2,015.00**

ADDITIONAL FEES	REFUND STATUS	FREQUENCY	AMOUNT
Add Fee	Non-refundable after 1st week of term	Per Transaction	$50
Assessment Fee for Transfer of Credits	n/a	n/a	n/a
Audit of Clinical Shift	Non-refundable	Per Shift	50% of clinical shift tuition
Audit of Course	Non-refundable	Per Course	$110
BT206a Sheet Fee	Non-refundable	Per Course	$10
Certified Copy of Documents (PCHS student)	Non-refundable	Per Transaction	$15
Drop Fee	Non-refundable after 1st week of term	Per Transaction	$10
Duplicates of Diplomas/Certificates	Non-refundable	Per Transaction	$50
ECE Evaluation	Non-refundable	Contingent	$75 - $250
Fees to Transfer Credits	n/a	n/a	n/a
Independent Study (if available)	Non-refundable	Per Hour	200% of tuition rate
In-Resident Housing	n/a	n/a	n/a
Intercampus Transfer Fee	Non-refundable	Contingent	$100
International Student Services Fee	Non-refundable	Per Hour	$64
Late Graduation Application Fee	Non-refundable	Contingent	$25
Late Registration Fee	Non-refundable after Add/Drop	Per Course	$50
Late Tuition Fee	Non-refundable	Contingent	$25 (maximum $50/month)
Library Charge	Non-refundable	Contingent	$0.40 per day
Non-Credit, Remedial Hours	Non-refundable	Per Hour	$23.80
Re-Application Fee	Non-refundable	Contingent	$50
Returned Check	Non-refundable	Per Transaction	$35 + late tuition fee (if applicable)
Student ID Card Replacement	Non-refundable	Contingent	$15
Transcript Request	Non-refundable	Contingent	$15
Tuition Payment Plan Fee	Non-refundable	Per Term	$25
Tutoring	n/a	n/a	n/a

CERTIFICATE IN MASSAGE THERAPY/ASIAN BODYWORK (CMT/AB) TUITION AND FEES

CERTIFICATE IN MASSAGE THERAPY/ASIAN BODYWORK (CMT/AB)	AMOUNT
Total Tuition	$18,010.50
Total Required Program Fees	$1,255
Total Additional Fees	Contingent
ESTIMATED TOTAL CHARGES FOR PROGRAM:	**$19,265.50**

TUITION	REFUND STATUS	FREQUENCY (PER HOUR)	AMOUNT	TOTAL
Clinical Hours	See Refund Policy	60	$21.40	$1,284.00
Didactic Hours	See Refund Policy	382.5	$26.55	$10,155.38
Lab Hours	See Refund Policy	247.5	$26.55	$6,571.13
TOTAL TUITION:				**$18,010.50**

The hours may vary depending on electives

REQUIRED PROGRAM FEES*	REFUND STATUS	FREQUENCY	AMOUNT	TOTAL
Administrative Fee	Non-refundable	Per Term (3)	$40	$120
Application Fee	Non-refundable	One time	$50	$50
Books	See Refund Policy	Total Program	Varies by Text/Book - approx.	$790
CPR	Non-refundable	One Time	Approx. $100	$100
Malpractice Insurance	Non-refundable after Add/Drop	Per Term (3)	$20	$60
Student Council Fee	Non-refundable after Add/Drop	Per Term (3)	$10	$30
Student ID	Non-refundable	One Time	$15	$15
Technology Fee	Non-refundable	Per Term (3)	$30	$90
***Non-refundable after cancellation period. For details, see the Cancellations, Withdrawals, and Refunds section of the Academic Catalog.**			**TOTAL REQUIRED FEES:**	**$1,255**

ADDITIONAL FEES	REFUND STATUS	FREQUENCY	AMOUNT
Add Fee	Non-refundable after 1st week of term	Per Transaction	$50
Assessment Fee for Transfer of Credits	n/a	n/a	n/a
Audit of Clinical Shift	Non-refundable	Per Shift	50% of clinical shift tuition
Audit of Course	Non-refundable	Per Course	$110
Certified Copy of Documents (PCHS student)	Non-refundable	Per Transaction	$15
Drop Fee	Non-refundable after 1st week of term	Per Transaction	$10
Duplicates of Diplomas/Certificates	Non-refundable	Per Transaction	$50
ECE Evaluation	Non-refundable	Contingent	$75 - $250
Fees to Transfer Credits	n/a	n/a	n/a
Independent Study (if available)	Non-refundable	Per Hour	200% of tuition rate
In-Resident Housing	n/a	n/a	n/a
Intercampus Transfer Fee	Non-refundable	Contingent	$100
International Student Services Fee	Non-refundable	Per Hour	$64
Late Graduation Application Fee	Non-refundable	Contingent	$25
Late Registration Fee	Non-refundable after Add/Drop	Per Course	$50
Late Tuition Fee	Non-refundable	Contingent	$25 (maximum $50/month)
Library Charge	Non-refundable	Contingent	$0.40 per day
Non-Credit, Remedial Hours	Non-refundable	Per Hour	$23.80
Re-Application Fee	Non-refundable	Contingent	$50
Returned Check	Non-refundable	Per Transaction	$35 + late tuition fee (if applicable)
Student ID Card Replacement	Non-refundable	Contingent	$15
Transcript Request	Non-refundable	Contingent	$15
Tuition Payment Plan Fee	Non-refundable	Per Term	$25
Tutoring	n/a	n/a	n/a

NEW YORK CAMPUS

DOCTOR OF ACUPUNCTURE WITH CHINESE HERBAL MEDICINE SPECIALIZATION (DAcCHM) TUITION AND FEES

DOCTOR OF ACUPUNCTURE WITH CHINESE HERBAL MEDICINE SPECIALIZATION (DAcCHM)	AMOUNT
Total Tuition	$123,889.50
Total Required Program Fees	$6,936.00
Total Additional Fees	Contingent
Total Comprehensive Exam Fees	Contingent
ESTIMATED TOTAL CHARGES FOR PROGRAM:	**$130,825.50**

TUITION	REFUND STATUS	FREQUENCY (PER HOUR)	AMOUNT	TOTAL
Clinical Hours	See Refund Policy	960	$30.00	$28,800.00
Didactic Hours	See Refund Policy	2,197.5	$37.40	$82,186.50
Lab Hours	See Refund Policy	345	$37.40	$12,903.00
TOTAL TUITION:				**$123,889.50**

REQUIRED PROGRAM FEES	REFUND STATUS	FREQUENCY	AMOUNT	TOTAL
Administrative Fee	Non-refundable	Per Term (11)	$40	$440
Application Fee	Non-refundable	One time	$50	$50
Books	See Refund Policy	Total Program	Varies by Text/Book - approx.	$5,000
CPR	Non-refundable	One Time	Approx. $100	$100
First Time Fee for Comprehensive Exams	Non-refundable once exam is taken	One Time	$56	$56
Foundations of Evidence-Informed Practice Class	Non-refundable	One Time	$65	$65
Malpractice Insurance	Non-refundable after Add/Drop	Per Term (11)	$70	$770
Student Council Fee	Non-refundable a fter Add/Drop	Per Term (11)	$10	$110
Student ID	Non-refundable	One Time	$15	$15
Technology Fee	Non-refundable	Per Term (11)	$30	$330
Student ID	Non-refundable	One Time	$15	$15
Technology Fee	Non-refundable	Per Term (11)	$30	$330
***Non-refundable after cancellation period. For details, see the Cancellations, Withdrawals, and Refunds section of the Academic Catalog**			**TOTAL REQUIRED FEES:**	**$6,936.00**

ADDITIONAL FEES	REFUND STATUS	FREQUENCY	AMOUNT
Add Fee	Non-refundable after 1st week of term	Per Transaction	$50
Audit of Clinical Shift	Non-refundable	Per Shift	50% of clinical shift tuition
Audit of Course	Non-refundable	Per Course	$110
Certified Copy of Documents (PCHS student)	Non-refundable	Per Transaction	$15
Drop Fee	Non-refundable after 1st week of term	Per Transaction	$10
Duplicates of Diplomas/Certificates	Non-refundable	Per Transaction	$50
ECE Evaluation	Non-refundable	Contingent	$75 - $250
Independent Study (if available)	Non-refundable	Per Hour	200% of tuition rate
Intercampus Transfer Fee	Non-refundable	Contingent	$100
International Student Services Fee	Non-refundable	Per Hour	$64
Late Graduation Application Fee	Non-refundable	Contingent	$25
Late Registration Fee	Non-refundable after Add/Drop	Per Course	$50
Late Tuition Fee	Non-refundable	Contingent	$25 (maximum $50/month)
Library Charge	Non-refundable	Contingent	$0.40 per day
Personal Protective Equipment	Non-refundable	Per Shift	$35
Re-Application Fee	Non-refundable	Contingent	$50
Returned Check	Non-refundable	Per Transaction	$35 + late tuition fee (if applicable)
Student ID Card Replacement	Non-refundable	Contingent	$15
Transcript Request	Non-refundable	Contingent	$15
Tuition Payment Plan Fee	Non-refundable	Per Term	$25
Uniforms/Scrubs*	Non-refundable	Contingent	$43

***Must use College specified vendor**

COMPREHENSIVE EXAM FEES	REFUND STATUS	FREQUENCY	AMOUNT
Failed Exam: Practice Retake	Non-refundable	Per section	$11
Failed Exam: Written Retake	Non-refundable	Per section	$6
Specially Scheduled Exam Retake: Practical	Non-refundable	Contingent	$100
Specially Scheduled Exam Retake: Written	Non-refundable	Contingent	$60
Specially Scheduled Exam: Practical	Non-refundable	Contingent	$150
Specially Scheduled Exam: Written	Non-refundable	Contingent	$95

DOCTOR OF ACUPUNCTURE (DAc) TUITION AND FEES

DOCTOR OF ACUPUNCTURE (DAc)	AMOUNT
Total Tuition	$99,579.00
Total Required Program Fees	$4,086.00
Total Additional Fees	Contingent
Total Comprehensive Exam Fees	Contingent
ESTIMATED TOTAL CHARGES FOR PROGRAM:	**$103,665.00**

TUITION	REFUND STATUS	FREQUENCY (PER HOUR)	AMOUNT	TOTAL
Clinical Hours	See Refund Policy	720	$30.00	$21,600.00
Didactic Hours	See Refund Policy	1,695	$37.40	$63,393.00
Lab Hours	See Refund Policy	390	$37.40	$14,586.00
TOTAL TUITION:				**$99,579.00**

REQUIRED PROGRAM FEES	REFUND STATUS	FREQUENCY	AMOUNT	TOTAL
Administrative Fee	Non-refundable	Per Term (9)	$40	$360
Application Fee	Non-refundable	One Time	$50	$50
Books	See Refund Policy	Total Program	Varies by Text/Book - approx.	$2,450
CPR	Non-refundable	One Time	Approx. $100	$100
First Time Fee for Comprehensive Exams	Non-refundable once exam is taken	One Time	$56	$56
Foundations of Evidence-Informed Practice Class	Non-refundable	One Time	$65	$65
Malpractice Insurance	Non-refundable after Add/Drop	Per Term (9)	$70	$630
Student Council Fee	Non-refundable after Add/Drop	Per Term (9)	$10	$90
Student ID	Non-refundable	One Time	$15	$15
Technology Fee	Non-refundable	Per Term (9)	$30	$270
***Non-refundable after cancellation period. For details, see the Cancellations, Withdrawals, and Refunds section of the Academic Catalog.**			**TOTAL REQUIRED FEES:**	**$4,086.00**

ADDITIONAL FEES	REFUND STATUS	FREQUENCY	AMOUNT
Add Fee	Non-refundable after 1st week of term	Per Transaction	$50
Audit of Clinical Shift	Non-refundable	Per Shift	50% of clinical shift tuition
Audit of Course	Non-refundable	Per Course	$110
Certified Copy of Documents (PCHS student)	Non-refundable	Per Transaction	$15
Drop Fee	Non-refundable after 1st week of term	Per Transaction	$10
Duplicates of Diplomas/Certificates	Non-refundable	Per Transaction	$50
ECE Evaluation	Non-refundable	Contingent	$75 - $250
Independent Study (if available)	Non-refundable	Per Hour	200% of tuition rate
Intercampus Transfer Fee	Non-refundable	Contingent	$100
International Student Services Fee	Non-refundable	Per Hour	$64
Late Graduation Application Fee	Non-refundable	Contingent	$25
Late Registration Fee	Non-refundable after Add/Drop	Per Course	$50
Late Tuition Fee	Non-refundable	Contingent	$25 (maximum $50/month)
Library Charge	Non-refundable	Contingent	$0.40 per day
Personal Protective Equipment	Non-refundable	Per Shift	$35
Re-Application Fee	Non-refundable	Contingent	$50
Returned Check	Non-refundable	Per Transaction	$35 + late tuition fee (if applicable)
Student ID Card Replacement	Non-refundable	Contingent	$15
Transcript Request	Non-refundable	Contingent	$15
Tuition Payment Plan Fee	Non-refundable	Per Term	$25
Uniforms/Scrubs*	Non-refundable	Contingent	$43

***Must use College specified vendor**

COMPREHENSIVE EXAM FEES	REFUND STATUS	FREQUENCY	AMOUNT
Failed Exam: Practice Retake	Non-refundable	Per section	$11
Failed Exam: Written Retake	Non-refundable	Per section	$6
Specially Scheduled Exam Retake: Practical	Non-refundable	Contingent	$100
Specially Scheduled Exam Retake: Written	Non-refundable	Contingent	$60
Specially Scheduled Exam: Practical	Non-refundable	Contingent	$150
Specially Scheduled Exam: Written	Non-refundable	Contingent	$95

BACHELOR OF PROFESSIONAL STUDIES/MASTER OF SCIENCE IN ACUPUNCTURE WITH CHINESE HERBAL MEDICINE SPECIALIZATION (BPS/MSAcCHM) TUITION AND FEES

BACHELOR OF PROFESSIONAL STUDIES/MASTER OF ACUPUNCTURE WITH CHINESE HERBAL MEDICINE SPECIALIZATION (BPS/MSAcCHM)	AMOUNT
Total Tuition	$117,040.50
Total Required Program Fees	$4,206.00
Total Additional Fees	Contingent
Total Comprehensive Exam Fees	Contingent
ESTIMATED TOTAL CHARGES FOR PROGRAM:	**$121,246.50**

Total tuition amount does not include CALE

TUITION	REFUND STATUS	FREQUENCY (PER HOUR)	AMOUNT	TOTAL
Clinical Hours	See Refund Policy	900	$30.00	$27,000.00
Didactic Hours	See Refund Policy	2,047.5	$37.40	$76,576.50
Lab Hours	See Refund Policy	360	$37.40	$13,464.00
TOTAL TUITION:				**$117,040.50**

REQUIRED PROGRAM FEES*	REFUND STATUS	FREQUENCY	AMOUNT	TOTAL
Administrative Fee	Non-refundable	Per Term (11)	$40	$440
Application Fee	Non-refundable	One time	$50	$50
Books	See Refund Policy	Total Program	Varies by Text/Book - approx.	$2,250
CALE Exam Prep Course	Non-refundable	One time	$257	$257
CPR	Non-refundable	One Time	Approx. $100	$100
First Time Fee for Comprehensive Exams	Non-refundable once exam is taken	One Time	$56	$56
Foundations of Evidence-Informed Practice Class	Non-refundable	One Time	$65	$65
General Biology Class	Non-refundable	One Time	$20	$20
Malpractice Insurance	Non-refundable after Add/Drop	Per Term (11)	$70	$770
Student Council Fee	Non-refundable after Add/Drop	Per Term (11)	$10	$110
Student ID	Non-refundable	One Time	$15	$15
Technology Fee	Non-refundable	Per Term (11)	$30	$330
***Non-refundable after cancellation period. For details, see the Cancellations, Withdrawals, and Refunds section of the Academic Catalog.**			**TOTAL REQUIRED FEES:**	**$4,206**

ADDITIONAL FEES	REFUND STATUS	FREQUENCY	AMOUNT
Add Fee	Non-refundable after 1st week of term	Per Transaction	$50
Audit of Clinical Shift	Non-refundable	Per Shift	50% of clinical shift tuition
Audit of Course	Non-refundable	Per Course	$110
Certified Copy of Documents (PCHS student)	Non-refundable	Per Transaction	$15
Drop Fee	Non-refundable after 1st week of term	Per Transaction	$10
Duplicates of Diplomas/ Certificates	Non-refundable	Per Transaction	$50
ECE Evaluation	Non-refundable	Contingent	$75 - $250
Independent Study (if available)	Non-refundable	Per Hour	$66.40
Intercampus Transfer Fee	Non-refundable	Contingent	$100
International Student Services Fee	Non-refundable	Per Hour	$64
Late Graduation Application Fee	Non-refundable	Contingent	$25
Late Registration Fee	Non-refundable after Add/Drop	Per Course	$50
Late Tuition Fee	Non-refundable	Contingent	$25 (maximum $50/month)
Library Charge	Non-refundable	Contingent	$0.40 per day
Re-Application Fee	Non-refundable	Contingent	$50
Returned Check	Non-refundable	Per Transaction	$35 + late tuition fee (if applicable)
Student ID Card Replacement	Non-refundable	Contingent	$15
Transcript Request	Non-refundable	Contingent	$15
Tuition Payment Plan Fee	Non-refundable	Per Term	$25
Uniforms/Scrubs*	Non-refundable	Contingent	$43

*Must use College specified vendor

COMPREHENSIVE EXAM FEES	REFUND STATUS	FREQUENCY	AMOUNT
Failed Exam: Practice Retake	Non-refundable	Per section	$11
Failed Exam: Written Retake	Non-refundable	Per section	$6
Specially Scheduled Exam Retake: Practical	Non-refundable	Contingent	$100
Specially Scheduled Exam Retake: Written	Non-refundable	Contingent	$60
Specially Scheduled Exam: Practical	Non-refundable	Contingent	$150
Specially Scheduled Exam: Written	Non-refundable	Contingent	$95

BACHELOR OF PROFESSIONAL STUDIES/ MASTER OF SCIENCE IN ACUPUNCTURE (BPS/MSAc) TUITION AND FEES

BACHELOR OF PROFESSIONAL STUDIES/MASTER OF ACUPUNCTURE (BPS/MSAc)	AMOUNT
Total Tuition	$88,803.00
Total Required Program Fees	$3,906
Total Additional Fees	Contingent
Total Comprehensive Exam Fees	Contingent
ESTIMATED TOTAL CHARGES FOR PROGRAM:	**$92,709.00**

Total tuition amount does not include CALE

TUITION	REFUND STATUS	FREQUENCY (PER HOUR)	AMOUNT	TOTAL
Clinical Hours	See Refund Policy	660	$30.00	$19,800.00
Didactic Hours	See Refund Policy	1,500	$37.40	$56,100.00
Lab Hours	See Refund Policy	345	$37.40	$12,903.00
TOTAL TUITION:				**$88,803.00**

REQUIRED PROGRAM FEES*	REFUND STATUS	FREQUENCY	AMOUNT	TOTAL
Administrative Fee	Non-refundable	Per Term (9)	$40	$360
Application Fee	Non-refundable	One time	$50	$50
Books	See Refund Policy	Total Program	Varies by Text/Book - approx.	$2,250
CALE Exam Prep Course	Non-refundable	One time	$257	$257
CPR	Non-refundable	One Time	Approx. $100	$100
First Time Fee for Comprehensive Exams	Non-refundable once exam is taken	One Time	$56	$56
Foundations of Evidence-Informed Practice Class	Non-refundable	One Time	$65	$65
General Biology Class	Non-refundable	One Time	$20	$20
Malpractice Insurance	Non-refundable after Add/Drop	Per Term (9)	$70	$630
Student Council Fee	Non-refundable after Add/Drop	Per Term (9)	$10	$90
Student ID	Non-refundable	One Time	$15	$15
Technology Fee	Non-refundable	Per Term (9)	$30	$270
***Non-refundable after cancellation period. For details, see the Cancellations, Withdrawals, and Refunds section of the Academic Catalog.**			**TOTAL REQUIRED FEES:**	**$3,906**

ADDITIONAL FEES	REFUND STATUS	FREQUENCY	AMOUNT
Add Fee	Non-refundable after 1st week of term	Per Transaction	$50
Audit of Clinical Shift	Non-refundable	Per Shift	50% of clinical shift tuition
Audit of Course	Non-refundable	Per Course	$110
Certified Copy of Documents (PCHS student)	Non-refundable	Per Transaction	$15
Drop Fee	Non-refundable after 1st week of term	Per Transaction	$10
Duplicates of Diplomas/ Certificates	Non-refundable	Per Transaction	$50
ECE Evaluation	Non-refundable	Contingent	$75 - $250
Independent Study (if available)	Non-refundable	Per Hour	$66.40
Intercampus Transfer Fee	Non-refundable	Contingent	$100
International Student Services Fee	Non-refundable	Per Hour	$64
Late Graduation Application Fee	Non-refundable	Contingent	$25
Late Registration Fee	Non-refundable after Add/Drop	Per Course	$50
Late Tuition Fee	Non-refundable	Contingent	$35 (maximum $50/month)
Library Charge	Non-refundable	Contingent	$0.40 per day
Re-Application Fee	Non-refundable	Contingent	$50
Returned Check	Non-refundable	Per Transaction	$35 + late tuition fee (if applicable)
Student ID Card Replacement	Non-refundable	Contingent	$15
Transcript Request	Non-refundable	Contingent	$15
Tuition Payment Plan Fee	Non-refundable	Per Term	$25
Uniforms/Scrubs*	Non-refundable	Contingent	$43

*Must use College specified vendor

COMPREHENSIVE EXAM FEES	REFUND STATUS	FREQUENCY	AMOUNT
Failed Exam: Practice Retake	Non-refundable	Per section	$11
Failed Exam: Written Retake	Non-refundable	Per section	$6
Specially Scheduled Exam Retake: Practical	Non-refundable	Contingent	$100
Specially Scheduled Exam Retake: Written	Non-refundable	Contingent	$60
Specially Scheduled Exam: Practical	Non-refundable	Contingent	$150
Specially Scheduled Exam: Written	Non-refundable	Contingent	$95

CERTIFICATE IN CHINESE HERBAL MEDICINE (CCHM) TUITION AND FEES

CERTIFICATE IN CHINESE HERBAL MEDICINE (CCHM)	AMOUNT
Total Tuition	$26,718.00
Total Required Program Fees	$2,114
Total Additional Fees	Contingent
Total Comprehensive Exam Fees	Contingent
ESTIMATED TOTAL CHARGES FOR PROGRAM:	**$28,832.00**

TUITION	REFUND STATUS	FREQUENCY (PER HOUR)	AMOUNT	TOTAL
Clinical Hours	See Refund Policy	180	$30.00	$5,400.00
Didactic Hours	See Refund Policy	450	$37.40	$16,830.00
Lab Hours	See Refund Policy	120	$37.40	$4,488.00
TOTAL TUITION:				**$26,718.00**

REQUIRED PROGRAM FEES*	REFUND STATUS	FREQUENCY	AMOUNT	TOTAL
Administrative Fee	Non-refundable	Per Term (6)	$40	$240
Application Fee	Non-refundable	One time	$50	$50
Books	See Refund Policy	Total Program	Varies by Text/Book - approx.	$1,093
First Time Fee for Comprehensive Exams	Non-refundable once exam is taken	One Time	$56	$56
Malpractice Insurance	Non-refundable after Add/Drop	Per Term (6)	$70	$420
Student Council Fee	Non-refundable after Add/Drop	Per Term (6)	$10	$60
Student ID	Non-refundable	One Time	$15	$15
Technology Fee	Non-refundable	Per Term (6)	$30	$180
***Non-refundable after cancellation period. For details, see the Cancellations, Withdrawals, and Refunds section of the Academic Catalog.**			**TOTAL REQUIRED FEES:**	**$2,114**

ADDITIONAL FEES	REFUND STATUS	FREQUENCY	AMOUNT
Add Fee	Non-refundable after 1st week of term	Per Transaction	$50
Audit of Clinical Shift	Non-refundable	Per Shift	50% of clinical shift tuition
Audit of Course	Non-refundable	Per Course	$110
Certified Copy of Documents (PCHS student)	Non-refundable	Per Transaction	$15
Drop Fee	Non-refundable after 1st week of term	Per Transaction	$10
Duplicates of Diplomas/Certificates	Non-refundable	Per Transaction	$50
Independent Study (if available)	Non-refundable	Per Hour	$66.40
Intercampus Transfer Fee	Non-refundable	Contingent	$100
International Student Services Fee	Non-refundable	Per Hour	$64
Late Graduation Application Fee	Non-refundable	Contingent	$25
Late Registration Fee	Non-refundable after Add/Drop	Per Course	$50
Late Tuition Fee	Non-refundable	Contingent	$25 (maximum $50/month)
Library Charge	Non-refundable	Contingent	$0.40 per day
Re-Application Fee	Non-refundable	Contingent	$50
Returned Check	Non-refundable	Per Transaction	$35 + late tuition fee (if applicable)
Student ID Card Replacement	Non-refundable	Contingent	$15
Transcript Request	Non-refundable	Contingent	$15
Tuition Payment Plan Fee	Non-refundable	Per Term	$25
Uniforms/Scrubs*	Non-refundable	Contingent	$43

*Must use College specified vendor

COMPREHENSIVE EXAM FEES	REFUND STATUS	FREQUENCY	AMOUNT
Failed Exam: Practice Retake	Non-refundable	Per section	$11
Failed Exam: Written Retake	Non-refundable	Per section	$6
Specially Scheduled Exam Retake: Practical	Non-refundable	Contingent	$100
Specially Scheduled Exam Retake: Written	Non-refundable	Contingent	$60
Specially Scheduled Exam: Practical	Non-refundable	Contingent	$150
Specially Scheduled Exam: Written	Non-refundable	Contingent	$95

ASSOCIATE OF OCCUPATIONAL STUDIES MASSAGE THERAPIES (AOS MT) TUITION AND FEES

ASSOCIATE OF OCCUPATIONAL STUDIES MASSAGE THERAPIES (AOS MT)	AMOUNT
Total Tuition	$44,214.00
Total Required Program Fees	$685
Total Additional Fees	Contingent
ESTIMATED TOTAL CHARGES FOR PROGRAM:	**$44,899.00**

TUITION	REFUND STATUS	FREQUENCY (PER HOUR)	AMOUNT	TOTAL
Clinical Hours	See Refund Policy	90	$30.00	$2,700.00
Didactic Hours	See Refund Policy	742.5	$37.40	$27,769.50
Lab Hours	See Refund Policy	367.5	$37.40	$13,744.50
TOTAL TUITION:				**$44,214.00**

REQUIRED PROGRAM FEES*	REFUND STATUS	FREQUENCY	AMOUNT	TOTAL
Administrative Fee	Non-refundable	Per Term (5)	$40	$200
Application Fee	Non-refundable	One time	$50	$50
CPR	Non-refundable	One Time	Approx. $100	$100
General Biology Class	Non-refundable	One Time	$20	$20
Malpractice Insurance	Non-refundable after Add/Drop	Per Term (5)	$20	$100
Student Council Fee	Non-refundable after Add/Drop	Per Term (5)	$10	$50
Student ID	Non-refundable	One Time	$15	$15
Technology Fee	Non-refundable	Per Term (5)	$30	$150
***Non-refundable after cancellation period. For details, see the Cancellations, Withdrawals, and Refunds section of the Academic Catalog.**			**TOTAL REQUIRED FEES:**	**$685**

ADDITIONAL FEES	REFUND STATUS	FREQUENCY	AMOUNT
Add Fee	Non-refundable after 1st week of term	Per Transaction	$50
Audit of Course	Non-refundable	Per Course	$110
Drop Fee	Non-refundable after 1st week of term	Per Transaction	$10
Duplicates of Diplomas/Certificates	Non-refundable	Per Transaction	$50
Independent Study (if available)	Non-refundable	Per Hour	$66.40
Intercampus Transfer Fee	Non-refundable	Contingent	$100
International Student Services Fee	Non-refundable	Per Hour	$64
Late Graduation Application Fee	Non-refundable	Contingent	$25
Late Registration Fee	Non-refundable after Add/Drop	Per Course	$50
Late Tuition Fee	Non-refundable	Contingent	$25 (maximum $50/month)
Library Charge	Non-refundable	Contingent	$0.40 per day
Non-Credit, Remedial Hours	Non-refundable	Per Hour	$33.20
Re-Application Fee	Non-refundable	Contingent	$50
Returned Check	Non-refundable	Per Transaction	$35 + late tuition fee (if applicable)
Student ID Card Replacement	Non-refundable	Contingent	$15
Transcript Request	Non-refundable	Contingent	$15
Tuition Payment Plan Fee	Non-refundable	Per Term	$25
Uniforms/Scrubs*	Non-refundable	Contingent	$43

*Must use College specified vendor

BACHELOR OF SCIENCE IN NURSING (PRELICENSURE OPTION) TUITION AND FEES

BACHELOR OF SCIENCE IN NURSING (PRELICENSURE OPTION)	AMOUNT
Total Tuition	$124,620.00
Total Pre-Enrollment Costs	$330.00
Total Required Program Fees	$8,865.00
Total Additional Required Costs	Contingent
ESTIMATED TOTAL CHARGES FOR PROGRAM:	**$133,815.00**

TUITION	REFUND STATUS	FREQUENCY (PER HOUR)	AMOUNT	TOTAL
Nursing Units	See Refund Policy	124	$1,005	$124,620.00
TOTAL TUITION:				**$124,620.00**

PRE-ENROLLMENT COSTS*	REFUND STATUS	FREQUENCY	AMOUNT	TOTAL
Application Fee	Non-refundable	One Time	$50	$50
Background Check	Non-refundable	One Time	$180	$180
Drug Screening	Non-refundable	One Time	$50	$50
Test of Essential Academic Skills (TEAS)	Non-refundable	Per Exam	$50	$50
			TOTAL PRE-ENROLLMENT COSTS:	**$330**

REQUIRED PROGRAM FEES*	REFUND STATUS	FREQUENCY	AMOUNT	TOTAL
Administrative Fee	Non-refundable	Per Term (8)	$40	$320
Malpractice Insurance	Non-refundable after Add/ Drop	Per Term for Clinical courses (5)	$70	$350
Science Lab Fee BIO110L	Non-refundable	One Time	$300	$300
Science Lab Fee BIO210L	Non-refundable	One Time	$300	$300
Science Lab Fee BIO315L	Non-refundable	One Time	$300	$300
Student Council Fee	Non-refundable after Add/ Drop	Per Term (8)	$10	$80
Student ID	Non-refundable	One Time	$15	$15
Technology & Resources Fee	Non-refundable	Per Term (8)	$900	$7,200
***Non-refundable after cancellation period. For details, see the Cancellations, Withdrawals, and Refunds section of the Academic Catalog.**			**TOTAL REQUIRED FEES:**	**$8,865**

ADDITIONAL REQUIRED COSTS	REFUND STATUS	FREQUENCY	AMOUNT
Background Check (follow-ups)*	Non-refundable	Annually	$360
Drug Screening*	Non-refundable	Every 6 Months	$200
CPR Certification (initial and follow-up)**	Non-refundable	Annually	$200
N95 Mask test fitting (initial and follow-up)**	Non-refundable	Contingent	$170
Clinical compliance vaccines, laboratory tests, physical exam (initial and follow-up)**	Non-refundable	Contingent	$2,000
Lab kit*	Non-refundable	One Time	$150
Uniforms/Scrubs*	Non-refundable	One Time	$150
Textbook**	See Refund Policy	One Time	$150

***Must use College specified vendor**
****Cost is variable depending on vendor and other factors such as health insurance coverage.**

CHICAGO CAMPUS

DOCTOR OF ACUPUNCTURE WITH CHINESE HERBAL MEDICINE SPECIALIZATION (DAcCHM) TUITION AND FEES

DOCTOR OF ACUPUNCTURE WITH CHINESE HERBAL MEDICINE SPECIALIZATION (DAcCHM)	AMOUNT
Total Tuition	$95,671.13
Total Required Program Fees	$4,261.00
Total Additional Fees	Contingent
Total Comprehensive Exam Fees	Contingent
ESTIMATED TOTAL CHARGES FOR PROGRAM:	**$99,932.13**

TUITION	REFUND STATUS	FREQUENCY (PER HOUR)	AMOUNT	TOTAL
Clinical Hours	See Refund Policy	960	$23.25	$22,320.00
Didactic Hours	See Refund Policy	2,197.5	$28.85	$63,397.88
Lab Hours	See Refund Policy	345	$28.85	$9,953.25
TOTAL TUITION:				**$95,671.13**

REQUIRED PROGRAM FEES*	REFUND STATUS	FREQUENCY	AMOUNT	TOTAL
Administrative Fee	Non-refundable	Per Term (11)	$40	$440
Application Fee	Non-refundable	One time	$50	$50
Books	See Refund Policy	Total Program	Varies by Text/Book - approx.	$2,250
Clinic Supply Fee*	Non-refundable	Per Term (11)	$5	$55
CPR	Non-refundable	One Time	Approx. $100	$100
First Time Fee for Comprehensive Exams	Non-refundable once exam is taken	One Time	$56	$56
Foundations of Evidence-Informed Practice Class	Non-refundable	One Time	$65	$65
General Biology Class	Non-refundable	One Time	$20	$20
Malpractice Insurance	Non-refundable after Add/Drop	Per Term (11)	$70	$770
Student Council Fee	Non-refundable after Add/Drop	Per Term (11)	$10	$110
Student ID	Non-refundable	One Time	$15	$15
Technology Fee	Non-refundable	Per Term (11)	$30	$330
***Non-refundable after cancellation period. For details, see the Cancellations, Withdrawals, and Refunds section of the Academic Catalog.**			**TOTAL REQUIRED FEES:**	**$4,261**

ADDITIONAL FEES	REFUND STATUS	FREQUENCY	AMOUNT
Add Fee	Non-refundable after 1st week of term	Per Transaction	$50
Audit of Clinical Shift	Non-refundable	Per Shift	50% of clinical shift tuition
Audit of Course	Non-refundable	Per Course	$110
Certified Copy of Documents (PCHS student)	Non-refundable	Per Transaction	$15
Drop Fee	Non-refundable after 1st week of term	Per Transaction	$10
Duplicates of Diplomas/Certificates	Non-refundable	Per Transaction	$50
ECE Evaluation	Non-refundable	Contingent	$75 - $250
Independent Study (if available)	Non-refundable	Per Hour	200% of tuition rate
Intercampus Transfer Fee	Non-refundable	Contingent	$100
International Student Services Fee	Non-refundable	Per Hour	$64
Late Graduation Application Fee	Non-refundable	Contingent	$25
Late Registration Fee	Non-refundable after Add/Drop	Per Course	$50
Late Tuition Fee	Non-refundable	Contingent	$25 (maximum $50/month)
Library Charge	Non-refundable	Contingent	$0.40 per day
Personal Protective Equipment	Non-refundable	Per Shift	$35
Re-Application Fee	Non-refundable	Contingent	$50
Returned Check	Non-refundable	Per Transaction	$35 + late tuition fee (if applicable)
Student ID Card Replacement	Non-refundable	Contingent	$15
Transcript Request	Non-refundable	Contingent	$15
Tuition Payment Plan Fee	Non-refundable	Per Term	$25
UPass	Non-refundable	Contingent	$135
UPass Replacement	Non-refundable	Contingent	$50

COMPREHENSIVE EXAM FEES	REFUND STATUS	FREQUENCY	AMOUNT
Failed Exam: Practice Retake	Non-refundable	Per section	$11
Failed Exam: Written Retake	Non-refundable	Per section	$6
Specially Scheduled Exam Retake: Practical	Non-refundable	Contingent	$100
Specially Scheduled Exam Retake: Written	Non-refundable	Contingent	$60
Specially Scheduled Exam: Practical	Non-refundable	Contingent	$150
Specially Scheduled Exam: Written	Non-refundable	Contingent	$95

DOCTOR OF ACUPUNCTURE (DAc) TUITION AND FEES

DOCTOR OF ACUPUNCTURE (DAc)	AMOUNT
Total Tuition	$76,892.25
Total Required Program Fees	$4,106
Total Additional Fees	Contingent
Total Comprehensive Exam Fees	Contingent
ESTIMATED TOTAL CHARGES FOR PROGRAM:	**$80,998.25**

TUITION	REFUND STATUS	FREQUENCY (PER HOUR)	AMOUNT	TOTAL
Clinical Hours	See Refund Policy	720	$23.25	$16,740.00
Didactic Hours	See Refund Policy	1,695	$28.85	$48,900.75
Lab Hours	See Refund Policy	390	$28.85	$11,251.50
TOTAL TUITION:				**$76,892.25**

REQUIRED PROGRAM FEES*	REFUND STATUS	FREQUENCY	AMOUNT	TOTAL
Administrative Fee	Non-refundable	Per Term (9)	$40	$360
Application Fee	Non-refundable	One Time	$50	$50
Books	See Refund Policy	Total Program	Varies by Text/Book - approx.	$2,450
CPR	Non-refundable	One Time	Approx. $100	$100
First Time Fee for Comprehensive Exams	Non-refundable once exam is taken	One Time	$56	$56
Foundations of Evidence-Informed Practice Class	Non-refundable	One Time	$65	$65
General Biology Class	Non-refundable	One Time	$20	$20
Malpractice Insurance	Non-refundable after Add/Drop	Per Term (9)	$70	$630
Student Council Fee	Non-refundable after Add/Drop	Per Term (9)	$10	$90
Student ID	Non-refundable	One Time	$15	$15
Technology Fee	Non-refundable	Per Term (9)	$30	$270
***Non-refundable after cancellation period. For details, see the Cancellations, Withdrawals, and Refunds section of the Academic Catalog.**			**TOTAL REQUIRED FEES:**	**$4,106**

ADDITIONAL FEES	REFUND STATUS	FREQUENCY	AMOUNT
Add Fee	Non-refundable after 1st week of term	Per Transaction	$50
Audit of Clinical Shift	Non-refundable	Per Shift	50% of clinical shift tuition
Audit of Course	Non-refundable	Per Course	$110
Certified Copy of Documents (PCHS student)	Non-refundable	Per Transaction	$15
Drop Fee	Non-refundable after 1st week of term	Per Transaction	$10
Duplicates of Diplomas/Certificates	Non-refundable	Per Transaction	$50
ECE Evaluation	Non-refundable	Contingent	$75 - $250
Independent Study (if available)	Non-refundable	Per Hour	200% of tuition rate
Intercampus Transfer Fee	Non-refundable	Contingent	$100
International Student Services Fee	Non-refundable	Per Hour	$64
Late Graduation Application Fee	Non-refundable	Contingent	$25
Late Registration Fee	Non-refundable after Add/Drop	Per Course	$50
Late Tuition Fee	Non-refundable	Contingent	$25 (maximum $50/month)
Library Charge	Non-refundable	Contingent	$0.40 per day
Personal Protective Equipment	Non-refundable	Per Shift	$35
Re-Application Fee	Non-refundable	Contingent	$50
Returned Check	Non-refundable	Per Transaction	$35 + late tuition fee (if applicable)
Student ID Card Replacement	Non-refundable	Contingent	$15
Transcript Request	Non-refundable	Contingent	$15
Tuition Payment Plan Fee	Non-refundable	Per Term	$25
UPass	Non-refundable	Contingent	$135
UPass Replacement	Non-refundable	Contingent	$50

COMPREHENSIVE EXAM FEES	REFUND STATUS	FREQUENCY	AMOUNT
Failed Exam: Practice Retake	Non-refundable	Per section	$11
Failed Exam: Written Retake	Non-refundable	Per section	$6
Specially Scheduled Exam Retake: Practical	Non-refundable	Contingent	$100
Specially Scheduled Exam Retake: Written	Non-refundable	Contingent	$60
Specially Scheduled Exam: Practical	Non-refundable	Contingent	$150
Specially Scheduled Exam: Written	Non-refundable	Contingent	$95

MASTER OF ACUPUNCTURE WITH CHINESE HERBAL MEDICINE SPECIALIZATION (MSAcCHM) TUITION AND FEES

MASTER OF ACUPUNCTURE WITH CHINESE HERBAL MEDICINE SPECIALIZATION (MSAcCHM)	AMOUNT
Total Tuition	$90,381.38
Total Required Program Fees	$4,206.00
Total Additional Fees	Contingent
Total Comprehensive Exam Fees	Contingent
ESTIMATED TOTAL CHARGES FOR PROGRAM:	**$94,587.38**

TUITION	REFUND STATUS	FREQUENCY (PER HOUR)	AMOUNT	TOTAL
Clinical Hours	See Refund Policy	900	$23.25	$20,925.00
Didactic Hours	See Refund Policy	2,047.5	$28.85	$59,070.38
Lab Hours	See Refund Policy	360	$28.85	$10,386.00
TOTAL TUITION:				**$90,381.38**

REQUIRED PROGRAM FEES*	REFUND STATUS	FREQUENCY	AMOUNT	TOTAL
Administrative Fee	Non-refundable	Per Term (11)	$40	$440
Application Fee	Non-refundable	One time	$50	$50
Books	See Refund Policy	Total Program	Varies by Text/Book - approx.	$2,250
CPR	Non-refundable	One Time	Approx. $100	$100
First Time Fee for Comprehensive Exams	Non-refundable once exam is taken	One Time	$56	$56
Foundations of Evidence-Informed Practice Class	Non-refundable	One Time	$65	$65
General Biology Class	Non-refundable	One Time	$20	$20
Malpractice Insurance	Non-refundable after Add/Drop	Per Term (11)	$70	$770
Student Council Fee	Non-refundable after Add/Drop	Per Term (11)	$10	$110
Student ID	Non-refundable	One Time	$15	$15
Technology Fee	Non-refundable	Per Term (11)	$30	$330
***Non-refundable after cancellation period. For details, see the Cancellations, Withdrawals, and Refunds section of the Academic Catalog.**			**TOTAL REQUIRED FEES:**	**$4,206**

ADDITIONAL FEES	REFUND STATUS	FREQUENCY	AMOUNT
Add Fee	Non-refundable after 1st week of term	Per Transaction	$50
Audit of Clinical Shift	Non-refundable	Per Shift	50% of clinical shift tuition
Audit of Course	Non-refundable	Per Course	$110
Certified Copy of Documents (PCHS student)	Non-refundable	Per Transaction	$15
Drop Fee	Non-refundable after 1 st week of term	Per Transaction	$10
Duplicates of Diplomas/Certificates	Non-refundable	Per Transaction	$50
ECE Evaluation	Non-refundable	Contingent	$75 - $250
Independent Study (if available)	Non-refundable	Per Hour	200% of tuition rate
Intercampus Transfer Fee	Non-refundable	Contingent	$100
International Student Services Fee	Non-refundable	Per Hour	$64
Late Graduation Application Fee	Non-refundable	Contingent	$25
Late Registration Fee	Non-refundable after Add/Drop	Per Course	$50
Late Tuition Fee	Non-refundable	Contingent	$25 (maximum $50/month)
Library Charge	Non-refundable	Contingent	$0.40 per day
Personal Protective Equipment	Non-refundable	Per Shift	$35
Re-Application Fee	Non-refundable	Contingent	$50
Returned Check	Non-refundable	Per Transaction	$35 + late tuition fee (if applicable)
Student ID Card Replacement	Non-refundable	Contingent	$15
Transcript Request	Non-refundable	Contingent	$15
Tuition Payment Plan Fee	Non-refundable	Per Term	$25
UPass	Non-refundable	Contingent	$135
UPass Replacement	Non-refundable	Contingent	$50

COMPREHENSIVE EXAM FEES	REFUND STATUS	FREQUENCY	AMOUNT
Failed Exam: Practice Retake	Non-refundable	Per section	$11
Failed Exam: Written Retake	Non-refundable	Per section	$6
Specially Scheduled Exam Retake: Practical	Non-refundable	Contingent	$100
Specially Scheduled Exam Retake: Written	Non-refundable	Contingent	$60
Specially Scheduled Exam: Practical	Non-refundable	Contingent	$150
Specially Scheduled Exam: Written	Non-refundable	Contingent	$95

MASTER OF ACUPUNCTURE (MSAc) TUITION AND FEES

MASTER OF ACUPUNCTURE (MSAc)	AMOUNT
Total Tuition	$68,573.25
Total Required Program Fees	$3,906.00
Total Additional Fees	Contingent
Total Comprehensive Exam Fees	Contingent
ESTIMATED TOTAL CHARGES FOR PROGRAM:	**$72,479.25**

TUITION	REFUND STATUS	FREQUENCY (PER HOUR)	AMOUNT	TOTAL
Clinical Hours	See Refund Policy	660	$23.25	$15,345.00
Didactic Hours	See Refund Policy	1,500	$28.85	$43,275.00
Lab Hours	See Refund Policy	345	$28.85	$9,953.25
TOTAL TUITION:				**$68,573.25**

REQUIRED PROGRAM FEES*	REFUND STATUS	FREQUENCY	AMOUNT	TOTAL
Administrative Fee	Non-refundable	Per Term (9)	$40	$360
Application Fee	Non-refundable	One time	$50	$50
Books	See Refund Policy	Total Program	Varies by Text/Book - approx.	$2,250
CPR	Non-refundable	One Time	Approx. $100	$100
First Time Fee for Comprehensive Exams	Non-refundable once exam is taken	One Time	$56	$56
Foundations of Evidence-Informed Practice Class	Non-refundable	One Time	$65	$65
General Biology Class	Non-refundable	One Time	$20	$20
Malpractice Insurance	Non-refundable after Add/Drop	Per Term (9)	$70	$630
Student Council Fee	Non-refundable after Add/Drop	Per Term (9)	$10	$90
Student ID	Non-refundable	One Time	$15	$15
Technology Fee	Non-refundable	Per Term (9)	$30	$270
***Non-refundable after cancellation period. For details, see the Cancellations, Withdrawals, and Refunds section of the Academic Catalog.**			**TOTAL REQUIRED FEES:**	**$3,906**

ADDITIONAL FEES	REFUND STATUS	FREQUENCY	AMOUNT
Add Fee	Non-refundable after 1st week of term	Per Transaction	$50
Audit of Clinical Shift	Non-refundable	Per Shift	50% of clinical shift tuition
Audit of Course	Non-refundable	Per Course	$110
Certified Copy of Documents (PCHS student)	Non-refundable	Per Transaction	$15
Drop Fee	Non-refundable after 1st week of term	Per Transaction	$10
Duplicates of Diplomas/Certificates	Non-refundable	Per Transaction	$50
ECE Evaluation	Non-refundable	Contingent	$75 - $250
Independent Study (if available)	Non-refundable	Per Hour	200% of tuition rate
Intercampus Transfer Fee	Non-refundable	Contingent	$100
International Student Services Fee	Non-refundable	Per Hour	$64
Late Graduation Application Fee	Non-refundable	Contingent	$25
Late Registration Fee	Non-refundable after Add/Drop	Per Course	$50
Late Tuition Fee	Non-refundable	Contingent	$25 (maximum $50/month)
Library Charge	Non-refundable	Contingent	$0.40 per day
Personal Protective Equipment	Non-refundable	Per Shift	$35
Re-Application Fee	Non-refundable	Contingent	$50
Returned Check	Non-refundable	Per Transaction	$35 + late tuition fee (if applicable)
Student ID Card Replacement	Non-refundable	Contingent	$15
Transcript Request	Non-refundable	Contingent	$15
Tuition Payment Plan Fee	Non-refundable	Per Term	$25
UPass	Non-refundable	Contingent	$135
UPass Replacement	Non-refundable	Contingent	$50

COMPREHENSIVE EXAM FEES	REFUND STATUS	FREQUENCY	AMOUNT
Failed Exam: Practice Retake	Non-refundable	Per section	$11
Failed Exam: Written Retake	Non-refundable	Per section	$6
Specially Scheduled Exam Retake: Practical	Non-refundable	Contingent	$100
Specially Scheduled Exam Retake: Written	Non-refundable	Contingent	$60
Specially Scheduled Exam: Practical	Non-refundable	Contingent	$150
Specially Scheduled Exam: Written	Non-refundable	Contingent	$95

CERTIFICATE IN CHINESE HERBAL MEDICINE (CCHM) TUITION AND FEES

CERTIFICATE IN CHINESE HERBAL MEDICINE (CCHM)	AMOUNT
Total Tuition	$20,629.50
Total Required Program Fees	$2,214.00
Total Additional Fees	Contingent
Total Comprehensive Exam Fees	Contingent
ESTIMATED TOTAL CHARGES FOR PROGRAM:	**$22,843.50**

TUITION	REFUND STATUS	FREQUENCY (PER HOUR)	AMOUNT	TOTAL
Clinical Hours	See Refund Policy	180	$23.25	$4,185.00
Didactic Hours	See Refund Policy	450	$28.85	$12,982.50
Lab Hours	See Refund Policy	120	$28.85	$3,462.00
TOTAL TUITION:				**$20,629.50**

REQUIRED PROGRAM FEES*	REFUND STATUS	FREQUENCY	AMOUNT	TOTAL
Administrative Fee	Non-refundable	Per Term (6)	$40	$240
Application Fee	Non-refundable	One time	$50	$50
Books	See Refund Policy	Total Program	Varies by Text/Book - approx.	$1,093
CPR	Non-refundable	One Time	Approx. $100	$100
First Time Fee for Comprehensive Exams	Non-refundable once exam is taken	One Time	$56	$56
Malpractice Insurance	Non-refundable after Add/Drop	Per Term (6)	$70	$420
Student Council Fee	Non-refundable after Add/Drop	Per Term (6)	$10	$60
Student ID	Non-refundable	One Time	$15	$15
Technology Fee	Non-refundable	Per Term (6)	$30	$180
***Non-refundable after cancellation period. For details, see the Cancellations, Withdrawals, and Refunds section of the Academic Catalog.**			**TOTAL REQUIRED FEES:**	**$2,214**

ADDITIONAL FEES	REFUND STATUS	FREQUENCY	AMOUNT
Add Fee	Non-refundable after 1st week of term	Per Transaction	$50
Audit of Clinical Shift	Non-refundable	Per Shift	50% of clinical shift tuition
Audit of Course	Non-refundable	Per Course	$110
Certified Copy of Documents (PCHS student)	Non-refundable	Per Transaction	$15
Drop Fee	Non-refundable after 1st week of term	Per Transaction	$10
Duplicates of Diplomas/Certificates	Non-refundable	Per Transaction	$50
ECE Evaluation	Non-refundable	Contingent	$75 - $250
Independent Study (if available)	Non-refundable	Per Hour	200% of tuition rate
Intercampus Transfer Fee	Non-refundable	Contingent	$100
International Student Services Fee	Non-refundable	Per Hour	$64
Late Graduation Application Fee	Non-refundable	Contingent	$25
Late Registration Fee	Non-refundable after Add/Drop	Per Course	$50
Late Tuition Fee	Non-refundable	Contingent	$25 (maximum $50/month)
Library Charge	Non-refundable	Contingent	$0.40 per day
Non-Credit, Remedial Hours	Non-refundable	Per Hour	$25.85
Re-Application Fee	Non-refundable	Contingent	$50
Returned Check	Non-refundable	Per Transaction	$35 + late tuition fee (if applicable)
Student ID Card Replacement	Non-refundable	Contingent	$15
Transcript Request	Non-refundable	Contingent	$15
Tuition Payment Plan Fee	Non-refundable	Per Term	$25
UPass	Non-refundable	Contingent	$135
UPass Replacement	Non-refundable	Contingent	$50

COMPREHENSIVE EXAM FEES	REFUND STATUS	FREQUENCY	AMOUNT
Failed Exam: Practice Retake	Non-refundable	Per section	$11
Failed Exam: Written Retake	Non-refundable	Per section	$6
Specially Scheduled Exam Retake: Practical	Non-refundable	Contingent	$100
Specially Scheduled Exam Retake: Written	Non-refundable	Contingent	$60
Specially Scheduled Exam: Practical	Non-refundable	Contingent	$150
Specially Scheduled Exam: Written	Non-refundable	Contingent	$95

ONLINE PROGRAMS

TRANSITIONAL (COMPLETION) DOCTOR OF ACUPUNCTURE WITH CHINESE HERBAL MEDICINE SPECIALIZATION (T-DAcCHM) AND TRANSITIONAL (COMPLETION) DOCTOR OF ACUPUNCTURE (T-DAc) TUITION AND FEES

TRANSITIONAL (COMPLETION)DOCTOR OF ACUPUNCTURE WITH CHINESE HERBAL MEDICINE SPECIALIZATION (T-DAcCHM) AND TRANSITIONAL (COMPLETION) DOCTOR OF ACUPUNCTURE (T-DAc)	AMOUNT
Total Tuition	$10,978.00
Total Required Program Fees	$745.00
Total Additional Fees	Contingent
Total Comprehensive Exam Fees	Contingent
ESTIMATED TOTAL CHARGES FOR PROGRAM:	**$11,723.00**

TUITION	REFUND STATUS	FREQUENCY (PER HOUR)	AMOUNT	TOTAL
Didactic Hours	See Refund Policy	22	$499	$10,978.00
TOTAL TUITION:				**$10,978.00**

REQUIRED PROGRAM FEES*	REFUND STATUS	FREQUENCY	AMOUNT	TOTAL
Administrative Fee	Non-refundable	Per Term (2)	$40	$80
Application Fee	Non-refundable	One time	$50	$50
Books	See Refund Policy	Total Program	Varies by Text/Book - approx.	$250
Foundations of Evidence-Informed Practice Class	Non-refundable	One Time	$65	$65
Technology Fee	Non-refundable	Per Term (2)	$150	$300
***Non-refundable after cancellation period. For details, see the Cancellations, Withdrawals, and Refunds section of the Academic Catalog.**			**TOTAL REQUIRED FEES:**	**$745**

ADDITIONAL FEES	REFUND STATUS	FREQUENCY	AMOUNT
Add Fee	Non-refundable after 1st week of term	Per Transaction	$50
Assessment Fee for Transfer of Credits	n/a	n/a	n/a
Audit of Course	Non-refundable	Per Course	$110
CA500	Non-refundable	Per Course	$275
CA501	Non-refundable	Per Course	$150
CA502	Non-refundable	Per Course	$150
Certified Copy of Documents (PCHS student)	Non-refundable	Per Transaction	$15
Drop Fee	Non-refundable after 1st week of term	Per Transaction	$10
Duplicates of Diplomas/Certificates	Non-refundable	Per Transaction	$50
ECE Evaluation	Non-refundable	Contingent	$75 - $250
Fee to Transfer Credits	n/a	n/a	n/a
In-Resident Housing	n/a	n/a	n/a
Late Graduation Application Fee	Non-refundable	Contingent	$25
Late Registration Fee	Non-refundable after Add/Drop	Per Course	$50
Late Tuition Fee	Non-refundable	Contingent	$25 (maximum $50/month)
Re-Application Fee	Non-refundable	Contingent	$50
Request for CEU Certificate	Non-refundable	Per Course	$50
Returned Check	Non-refundable	Per Transaction	$35 + late tuition fee (if applicable)
Transcript Request	Non-refundable	Contingent	$15
Tuition Payment Plan Fee	Non-refundable	Per Term	$25
Tutoring	n/a	n/a	n/a

FACIAL APPLICATIONS FOR COSMETIC ENHANCEMENT (FACE) CERTIFICATE TUITION AND FEES

FACIAL APPLICATIONS FOR COSMETIC ENHANCEMENT (FACE) CERTIFICATE	AMOUNT
Total Tuition	$5,950.00
Total Required Program Fees	$420.00
Total Additional Fees	Contingent
ESTIMATED TOTAL CHARGES FOR PROGRAM:	**$6,370.00**

TUITION	REFUND STATUS	FREQUENCY (PER HOUR)	AMOUNT	TOTAL
Didactic Hours	See Refund Policy	6.5	$700	$4,550.00
Lab Hours	See Refund Policy	2	$700	$1,400.00
TOTAL TUITION:				**$5,950.00**

REQUIRED PROGRAM FEES*	REFUND STATUS	FREQUENCY	AMOUNT	TOTAL
Administrative Fee	Non-refundable	Per Term (2)	$40	$80
Application Fee	Non-refundable	One time	$50	$50
Books	See Refund Policy	Total Program	Varies by Text/Book - approx.	n/a
Malpractice Insurance	Non-refundable	Per Term (2)	$70	$140
Technology Fee	Non-refundable	Per Term (1)	$150	$150
***Non-refundable after cancellation period. For details, see the Cancellations, Withdrawals, and Refunds section of the Academic Catalog.**			**TOTAL REQUIRED FEES:**	**$420**

ADDITIONAL FEES	REFUND STATUS	FREQUENCY	AMOUNT
Add Fee	Non-refundable after 1st week of term	Per Transaction	$50
Assessment Fee for Transfer of Credits	n/a	n/a	n/a
Audit of Course	Non-refundable	Per Course	$110
Certified Copy of Documents (PCHS student)	Non-refundable	Per Transaction	$15
Drop Fee	Non-refundable after 1st week of term	Per Transaction	$10
Duplicates of Diplomas/Certificates	Non-refundable	Per Transaction	$50
ECE Evaluation	Non-refundable	Contingent	$75 - $250
Fee to Transfer Credits	n/a	n/a	n/a
In-Resident Housing	n/a	n/a	n/a
Intercampus Transfer Fee	Non-refundable	Contingent	$100
International Student Services Fee	Non-refundable	Per Hour	$64
Late Graduation Application Fee	Non-refundable	Contingent	$25
Late Registration Fee	Non-refundable after Add/Drop	Per Course	$50
Late Tuition Fee	Non-refundable	Contingent	$25 (maximum $50/month)
Library Charge	Non-refundable	Contingent	$0.40 per day
Re-Application Fee	Non-refundable	Contingent	$50
Request for CEU Certificate	Non-refundable	Contingent	$50
Returned Check	Non-refundable	Per Transaction	$35 + late tuition fee (if applicable)
Transcript Request	Non-refundable	Contingent	$15
Tuition Payment Plan Fee	Non-refundable	Per Term	$25
Tutoring	n/a	n/a	n/a

MASTER OF SCIENCE IN NURSING (MSN): HOLISTIC NURSE COACH TUITION AND FEES

(Note: PCHS is not accepting applications for this program option at this time)

MASTER OF SCIENCE IN NURSING (MSN)	AMOUNT
Total Tuition	$23,120.00
Total Required Program Fees	$5,990.00
Total Additional Fees	Contingent
ESTIMATED TOTAL CHARGES FOR PROGRAM:	**$29,110.00**

TUITION	REFUND STATUS	FREQUENCY (PER HOUR)	AMOUNT	TOTAL
Nursing Units	See Refund Policy	40	$578	$23,120
			TOTAL TUITION:	**$23,120.00**

REQUIRED PROGRAM FEES*	REFUND STATUS	FREQUENCY	AMOUNT	TOTAL
Administrative Fee	Non-refundable	Per Term (7)	$40	$280
Application Fee	Non-refundable	One Time	$50	$50
Background Check/Fingerprints	Non-refundable	One Time	$180	$180
Drug Screen NR603	Non-refundable	One Time	$50	$50
Books	See Refund Policy	Total Program	Varies by Text/Book - approx.	$1,200
Clinical Resource Fee NC630	Non-refundable	One Time	$1,500	$1,500
Clinical Resource Fee NC635	Non-refundable	One Time	$1,500	$1,500
Technology Fee	Non-refundable	Per Term (7)	$150	$1,050
***Non-refundable after cancellation period. For details, see the Cancellations, Withdrawals, and Refunds section of the Academic Catalog.**			**TOTAL REQUIRED FEES:**	**$5,990**

ADDITIONAL FEES	REFUND STATUS	FREQUENCY	AMOUNT
Add Fee	Non-refundable after 1st week of term	Per Transaction	$50
Audit of Course	Non-refundable	Per Course	$110
Certified Copy of Documents (PCHS student)	Non-refundable	Per Transaction	$15
Drop Fee	Non-refundable after 1st week of term	Per Transaction	$10
Duplicates of Diplomas/Certificates	Non-refundable	Per Transaction	$50
Late Graduation Application Fee	Non-refundable	Contingent	$25
Late Registration Fee	Non-refundable after Add/Drop	Per Course	$50
Late Tuition Fee	Non-refundable	Contingent	$25 (maximum $50/month)
Re-Application Fee	Non-refundable	Contingent	$50
Returned Check	Non-refundable	Per Transaction	$35 + late tuition fee (if applicable)
Transcript Request	Non-refundable	Contingent	$15
Tuition Payment Plan Fee	Non-refundable	Per Term	$25

BACHELOR OF SCIENCE IN NURSING (RN-TO-BSN COMPLETION OPTION) TUITION AND FEES

(Note: PCHS is not accepting applications for this program option at this time)

BACHELOR OF SCIENCE IN NURSING (RN-TO-BSN COMPLETION OPTION)	AMOUNT
Total Tuition	$26,964.00
Total Required Program Fees	$4,700.00
Total Additional Fees	Contingent
ESTIMATED TOTAL CHARGES FOR PROGRAM:	**$31,664.00**

TUITION	REFUND STATUS	FREQUENCY (PER HOUR)	AMOUNT	TOTAL
Nursing Units	See Refund Policy	30	$483	$14,490
Non-Nursing Didactic Hours	See Refund Policy	360	$34.65	$12,474
TOTAL TUITION:				**$26,964.00**

REQUIRED PROGRAM FEES*	REFUND STATUS	FREQUENCY	AMOUNT	TOTAL
Administrative Fee	Non-refundable	Per Term (8)	$40	$320
Application Fee	Non-refundable	One Time	$50	$50
Books	See Refund Policy	Total Program	Varies by Text/Book - approx.	$2,900
Background Check/Fingerprints NR404	Non-refundable	One Time	$180	$180
Drug Screen NR404	Non-refundable	One Time	$50	$50
Technology Fee	Non-refundable	Per Term (8)	$150	$1,200
***Non-refundable after cancellation period. For details, see the Cancellations, Withdrawals, and Refunds section of the Academic Catalog.**			**TOTAL REQUIRED FEES:**	**$4,700**

ADDITIONAL FEES	REFUND STATUS	FREQUENCY	AMOUNT
Add Fee	Non-refundable after 1st week of term	Per Transaction	$50
Audit of Course	Non-refundable	Per Course	$110
Certified Copy of Documents (PCHS student)	Non-refundable	Per Transaction	$15
Drop Fee	Non-refundable after 1st week of term	Per Transaction	$10
Duplicates of Diplomas/Certificates	Non-refundable	Per Transaction	$50
Late Graduation Application Fee	Non-refundable	Contingent	$25
Late Registration Fee	Non-refundable after Add/Drop	Per Course	$50
Late Tuition Fee	Non-refundable	Contingent	$25 (maximum $50/month)
Non-Credit, Remedial Hours	Non-refundable	Per Hour	$33.20
Re-Application Fee	Non-refundable	Contingent	$50
Returned Check	Non-refundable	Per Transaction	$35 + late tuition fee (if applicable)
Transcript Request	Non-refundable	Contingent	$15
Tuition Payment Plan Fee	Non-refundable	Per Term	$25

HOLISTIC NURSING CERTIFICATE (HNC) TUITION AND FEES

HOLISTIC NURSING CERTIFICATE (HNC)	AMOUNT
Total Tuition	$5,796.00
Total Required Program Fees	$881.00
Total Additional Fees	Contingent
ESTIMATED TOTAL CHARGES FOR PROGRAM:	**$6,677.00**

TUITION	REFUND STATUS	FREQUENCY (PER HOUR)	AMOUNT	TOTAL
Nursing Units	See Refund Policy	12	$483	$5,796
TOTAL TUITION:				**$5,796.00**

REQUIRED PROGRAM FEES*	REFUND STATUS	FREQUENCY	AMOUNT	TOTAL
Administrative Fee	Non-refundable	Per Term (2)	$40	$80
Application Fee	Non-refundable	One Time	$50	$50
Books	See Refund Policy	Total Program	Varies by Text/Book - approx.	$221
Background Check/ Fingerprints CL520	Non-refundable	One Time	$180	$180
Drug Screen CL520	Non-refundable	One Time	$50	$50
Technology Fee	Non-refundable	Per Term (2)	$150	$300
***Non-refundable after cancellation period. For details, see the Cancellations, Withdrawals, and Refunds section of the Academic Catalog.**			**TOTAL REQUIRED FEES:**	**$881**

ADDITIONAL FEES	REFUND STATUS	FREQUENCY	AMOUNT
Add Fee	Non-refundable after 1st week of term	Per Transaction	$50
Audit of Course	Non-refundable	Per Course	$110
Certified Copy of Documents (PCHS student)	Non-refundable	Per Transaction	$15
Drop Fee	Non-refundable after 1st week of term	Per Transaction	$10
Duplicates of Diplomas/Certificates	Non-refundable	Per Transaction	$50
Late Graduation Application Fee	Non-refundable	Contingent	$25
Late Registration Fee	Non-refundable after Add/Drop	Per Course	$50
Late Tuition Fee	Non-refundable	Contingent	$25 (maximum $50/month)
Non-Credit, Remedial Hours	Non-refundable	Per Hour	$33.20
Re-Application Fee	Non-refundable	Contingent	$50
Returned Check	Non-refundable	Per Transaction	$35 + late tuition fee (if applicable)
Transcript Request	Non-refundable	Contingent	$15
Tuition Payment Plan Fee	Non-refundable	Per Term	$25

REGISTRATION AND PAYMENT

Registration Procedures

Continuing students may register for the next term, without late fees, at any time up to the 10th week of the current term. Newly accepted students may register for courses without late fees at any time prior to the beginning of the term but are encouraged to register early before classes reach maximum enrollment. Administrative fees for any term are due with the student's first tuition payment, rather than at the time of registration.

Late Registration

Continuing students who have not registered during the official registration period will be assessed an administrative late fee in addition to the regular administrative fee.

Tuition Payment Plans

Tuition and fee payments are due and payable on the third Wednesday after the start of the term. However, Pacific College of Health and Science offers students the option of paying tuition in four equal monthly payments over the course of the term. Students who have selected this method are responsible for a finance handling charge of $25 for the term. Choosing this option does not obligate the student to use this method of payment in subsequent terms.

Payments are due as follows (subject to modification):

- Regardless of when a course first meets, the first tuition payment is due by the third Wednesday after the start of the term, and the three subsequent payments are due on the 10th calendar day (or the first business day thereafter if the 10th falls on a weekend), of the second, third, and fourth months of the term.
- Any pre-payment of tuition is subject to the refund policy and any tuition increase.
- Students opting to establish a payment plan must sign a promissory note by the Wednesday of week 3 of each term for any portion of tuition and fees being financed or not covered by financial aid.

NOTE: A fee not exceeding $35 is charged for each check returned for non-sufficient funds.

Payment of Tuition by Credit Card

Due to the expense incurred by the College, payment of tuition by credit cards for students using financial aid is prohibited.

Late Payment Fees

If a student is late in making payments, they are charged a late fee when the payment due date is missed plus an additional late fee 14 days after the payment due date is missed. This continues each month a student owes the College a payment, until the end of the term. Students with a balance due may not be allowed to register for subsequent terms.

In the case of students expecting financial aid, the following procedures apply: late fees and tuition payments are waived for a student who submits a complete financial aid application and whose financial aid file is certified as complete by a financial aid officer or assistant by the priority processing deadline (30 days prior to the beginning of the term). Any time after this deadline, if a complete financial aid application is submitted, any further late fees will be waived.

Account Balance

A student's previous account balance must be cleared prior to attending classes in a subsequent term. Any future receipt of payment made to the student's account will be applied first toward any balance due. Students who drop out of the institution with an outstanding balance are reported to a credit reporting agency after an attempt has been made to contact the student for repayment. Illinois residents who are experiencing a financial hardship are to contact financial aid department or campus representative.

Additional Non-Nursing Clinical Courses

On a space-available basis and at the discretion of the clinic director, students may audit extra clinical shifts at half the usual tuition rate. Malpractice insurance fees must also be applied when a student is enrolled in a clinical course.

CANCELLATIONS, WITHDRAWALS, AND REFUNDS

Students have the right to cancel their enrollment agreement at any time prior to midnight of the seventh business day after signing an enrollment agreement, or through attendance at the first class session, whichever is later (cancellation period), for a return of all monies paid, less a reasonable deposit or application fee not to exceed $250. Cancellation requests can be submitted online by visiting the StudentHub and completing the Petition to Withdraw form under the Forms tab.

Official Withdrawal: Informing the Administration of Cancellation or Withdrawal

- Cancellation or official withdrawal will occur when the student or applicant gives written notice for cancellation or withdrawal to the registrar office.
- Students in Wisconsin who are exercising their right to cancel the enrollment agreement are required by law to do so within the three (3) day cancellation period.
- A petition to withdraw from program may be obtained from the registrar, dean, or student advisor, or from the area where student forms are publicly distributed. All forms are available on StudentHub.

Unofficial Withdrawal

- An unofficial withdrawal is one in which a student stops attending classes without filing official withdrawal paperwork (or otherwise providing notice of withdrawal to the registrar's office) within the established deadlines and the College has reasonably determined that the student is no longer attending classes, including classes the student is auditing. (DOD – Date of Determination).
- Students who drop all courses or who do not register for the following term without notifying the College that they are withdrawing from the program will be presumed to have constructively withdrawn from the program. A written notice of withdrawal is not required.
- A student will receive a Withdrawal (W) in any course the student ceased attending and completed 60% or less of the course as determined by the student's date of attendance.
- Withdrawals once greater than 60% of the days have been completed as determined by the student's last date of attendance result in no refund and a WF (Withdraw/Failure) grade. A "WF" grade counts as an "F" (0.0) when calculating grade point average.

Withdrawal – Refund Policy

If a student withdraws from a class after the seventh day of the term, a prorated refund of moneys paid for institutional charges to students who have completed 60% or less of the period of attendance will be issued within 40 days of the Last Date of Attendance (LDA). Refund amounts and amounts due are calculated based on percentages corresponding to the LDA. Withdrawals after a student completes greater than 60% of the term have been completed result in no tuition refund. Certain fees in addition to the application and administrative fee may be nonrefundable. The school will refund unused money collected for sending to a third party, such as professional liability (malpractice) insurance fees.

- A petition to withdraw from the program is necessary for a student to officially withdraw. These forms may be obtained from the registrar, dean, or student advisor, or from the area where student forms are publicly distributed. All forms are available on StudentHub.
- Attendance is regularly reviewed by the registrar and any student that has reached the maximum number of allowed absences is dropped from a course. If a student is dropped from all courses due to lack of attendance they are deemed to have constructively withdrawn from the school. A written notice of withdrawal is not required.
- If no petition to withdraw is submitted and the registrar determines that a student has stopped attending classes, the registrar will determine the student's last date of attendance (LDA) for purpose of determining a refund by reviewing course attendance records, including classes the student is auditing.
- Audits are not eligible for refunds.

If a student is a complete withdrawal from a semester and is a recipient of federal student financial aid pursuant to Chapter 28, Subchapter IV of the Higher Education Act (Federal Student Financial Aid or Title IV), PCHS is required to determine the amount of Federal Student Financial Aid the student earned by completing the Return of Title IV (R2T4) calculation. The R2T4 calculation may require PCHS to return unearned funds to the U.S. Department of Education (Department), which may increase the student's balance due to PCHS. The R2T4 calculation is separate from the institution's tuition refund policy. If a student is receiving financial aid, there may be credit balances greater than the amount indicated by the R2T4 calculation. PCHS is first required to perform a R2T4 calculation to determine, among other things, whether adjustments to the credit balance will occur. If the student has received federal student financial aid funds, the student is entitled to a refund of monies not paid from federal student financial aid program funds.

Refund Calculation*

Refund amounts are calculated based on the completed portion of the course in days as indicated below:

TERM DAYS	0 to 7	8 to 14	15 to 28	29 to 35	36 to 49	50 to 56	57 to 63	64 or more
TERM WEEK	1	2	3 and 4	5	6 and 7	8	9	10 and more
TUITION REFUND	100%	90%	80%	70%	60%	50%	40%	0%

* California Residents: For the purpose of determining the amount of the refund, the date of the student's withdrawal shall be deemed the last date of recorded attendance. The amount owed equals the daily charge for the program (total institutional charge, minus non-refundable fees, divided by the number of days in the program), multiplied by the number of days scheduled to attend, prior to withdrawal. Withdrawals after a student completes 60% or greater of the term have been completed result in no tuition refund. For more information on refund calculation and examples, contact Student Services.

Dropped Class Refund Policy, Enrolled Student

- To drop or add a class or classes while still enrolled, the student must complete an Add/Drop Form. Students may not fall below 6 units to keep FA funds that have been disbursed.
- The class will be dropped and the refund calculated based on the date the form is received by the administration. Withdrawal after 60% of the class hours have been completed results in no refund and a WF (Withdraw/Failure) grade.
- Use Add/Drop Forms: the refund amount for a class a student stops attending without notifying the administration by using an Add/Drop Form is calculated based on the date of determination (DOD), the date which the College has determined that the student was no longer attending the class, including audited classes.

The administration will automatically drop the student from a course if the student exceeds the maximum number of hours permitted as follows:

COURSE HOURS	CLASS HOURS	MAXIMUM NUMBER OF HOURS PERMITTED	NO MORE THAN THE FOLLOWING MAY BE MISSED IN MOST CASES:
45	42	10.5	3 full class sessions
37.5	35	8.75	2-3 full class sessions
30	28	7	2-3 full class sessions
22.5	21	5.25	1-2 full class sessions
15	14	3.5	1 full class session

Refund Attribution

In the case where all or part of the refund is returned to federal programs, it is returned in the following order:

1. Unsubsidized Direct Loan,
2. Subsidized Direct Loan,
3. Direct Graduate PLUS Loan,
4. Direct Parent PLUS Loan,
5. Pell Grant, and
6. Federal Supplemental Educational Opportunity Grant (FSEOG).

These must be refunded prior to any refund to students.

Books and Supplies Refund Policy

If a student or applicant cancels enrollment within the cancellation period (the first 7 days of a term), to be eligible for a refund for books or supplies, supplies must be returned unmarked and unused in the original containers, accompanied by the original sales receipt, within 10 days of the cancellation notice to the school. Books and supplies in perfect condition purchased at the College Bookstore may be returned for credit after the cancellation period.

Distance Education

For students taking distance educational courses where the instruction is not offered in real time, (1) the College shall transmit all lessons and materials to the student if the student has fully paid for the course and, after having received the first lesson and initial materials, requests in writing that all of the material be sent, and (2) if the College transmits the balance of the material as the student requests, the College shall remain obligated to provide the other educational services it agreed to provide, but shall not be obligated to pay any refund after all of the lessons and material are transmitted.

California residents: Students have the right to cancel the enrollment agreement and receive a full refund before the first lesson and materials are received. Cancellation is effective on the date written notice of cancellation is sent. PCHS shall make a refund within 45 days after the student's cancellation or withdrawal.

FINANCIAL AID

Federal financial aid is available to qualified students at all three campuses, and all consumer information that is required to be disclosed to students pursuant to the financial aid programs available can be found in the Required Student Consumer Information Disclosures at **www.pacificcollege.edu/about/consumer-information**. It is important to note that if a student obtains a loan to pay for an educational program, the student will have the responsibility to repay the full amount of the loan plus loan fees and accrued interest less the amount of any refund. Students will be responsible for repaying a student loan after exiting/graduation or withdrawal from a program, even if the student's financial circumstances become difficult. Federal Direct Student Loans cannot be canceled even if a program was not completed.

If the student has received federal student financial aid funds, the student is entitled to a refund of the moneys not paid from the federal student financial aid program funds.

If the student has received federal student financial aid funds, and the student does not complete their period of eligibility, and withdraws from the College, the student may be entitled to a refund or return of those financial aid funds (not received). A refund, if due, must be calculated based on federal student aid requirements. (See also: Refund Policy, "Refund Attribution")

The Financial Aid Office is committed to assisting students in achieving their educational objectives with the highest degree of student service. Some of the services include:

- Electronic processing of federal student aid. The financial aid application process is available online at **www.pacificcollege.edu/about/consumer-information**, where students can also directly access the Free Application for Federal Student Aid (FAFSA®)
- Students can apply for financial aid using the computer available in the Financial Aid office
- Personalized loan counseling for prospective and continuing students, as well as our graduates
- The Financial Aid Policy, a document designed to assist students through the financial aid process, is available online at **www.pacificcollege.edu**
- Pacific College of Health and Science offers a variety of federal financial aid programs to assist students in financing their education
- Required, repeat coursework may qualify for financial aid. Please contact the Financial Aid office to determine your eligibility

Pacific College of Health and Science: The student loan advocate in the Financial Aid Department supports current and future student loan borrowers. Coordinating with other state agencies, the loan advocate:

- Addresses student borrower complaints
- Provides information and resources about student loan repayment
- Educates the public about the rights and responsibilities of student loan borrowers

Contact Financial Aid to talk to the student loan advocate.

Eligible students may apply for the following federal student aid programs:

Federal Pell Grant
The Federal Pell Grant program provides need-based grants to eligible undergraduate students based on their Free Application for Federal Student Aid (FAFSA®) data. This grant program is to promote access to postsecondary education for undergraduate students who do not have a bachelor's degree or a bachelor's degree equivalent. Grant amounts are dependent on the student's Expected Family Contribution (EFC), cost of education and enrollment status. Students may not receive Pell Grant funds from more than one school at a time. Federal Pell Grants do not need to be repaid.

Federal Supplemental Educational Opportunity Grant (FSEOG)
The FSEOG program also provides need-based grants to eligible undergraduate students who receive a Federal Pell Grant. This program is to promote access to post-secondary education. The Financial Aid Office determines eligibility by using extensive criteria. Availability depends upon the federal allocation awarded to the school.

Federal Work Study (FWS)
FWS is a program that provides part time employment for students who demonstrate financial need. The amount awarded is based the financial need as determined by their cost of education and Estimated Family Contribution (EFC). Students are paid on an hourly basis within the maximum number of hours allowed to work during the period of enrollment.

Federal Direct Subsidized and Direct Unsubsidized Student Loans
Eligibility for a subsidized direct loan is based on financial need and is available to undergraduate students only. The interest is paid (subsidized) by the federal government while the borrower is enrolled on at least a half-time basis, during the six-month grace period prior to repayment, and during authorized deferment periods.

Eligibility for an unsubsidized direct loan is not based on financial need and the borrower is responsible for the interest on the loan.

Federal Direct PLUS Loan for Parents
The Federal Direct PLUS loan is an affordable, low interest loan designed for parents of undergraduate students. The Parent PLUS Loan can be used to cover up to 100% of the student's total cost of attendance, minus financial aid awarded to the student.

Federal Direct Graduate PLUS Loans
The Federal Direct Graduate PLUS Loan is an affordable, low-interest loan for graduate students. The Graduate PLUS Loan is a non-need-based credit-based loan with a variable interest rate. The Graduate PLUS Loan allows graduate students to borrow up to the total cost of attendance less any other financial aid.

Alternative Loans (Private Education Loans)
Alternative loans (private loans) are useful if you need to find another source of assistance to supplement your federal and state aid. Private loans are usually more expensive than government loans and should only be used when you have exhausted all other financial aid options.

VA Benefits
Pacific College of Health and Science will not take any of the four following actions toward any student using U.S. Department of Veterans Affairs (VA) Post 9/11 G.I. Bill® (Ch. 33) or Vocational Rehabilitation and Employment (Ch. 31) benefits while their payment from the U.S. Department of Veterans Affairs is pending to the educational institution:

- Prevent their enrollment
- Assess a late penalty fee
- Require they secure alternative or additional funding
- Deny their access to any resources (classes, libraries, or other institutional facilities) available to other students who have satisfied their tuition and fee bills to the institution

However, to qualify for this provision, such students may be required to:

- Produce the VA's Certificate of Eligibility by the first day of class
- Provide written request to be certified
- Provide additional information needed to properly certify the enrollment as described in other institutional policies (see our VA School Certifying Official for all requirements)

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 Web site at **www.benefits.va.gov/gibill**.

General Procedures for Applying for Financial Aid
1. Visit **studentaid.gov/fsa-id/create-account/launch** to create an FSA ID. FSA ID gives you access to Federal Student Aid's systems and can serve as your legal signature for the Free Application for Federal Student Aid and Federal Direct Loan Master Promissory Note. It also serves as your access code to Student Aid on the Web, the Department of Education's site containing free information on funding a college education.
2. Complete the current year Free Application for Federal Student Aid at **www.fafsa.ed.gov**.
3. Each Pacific College of Health and Science campus has its own unique federal code.

   San Diego: E41378

   Chicago: E00983

   New York: 030277.
4. Complete an FA Certification form: this will become available once you are accepted in a program of study and your Campus Ivy credentials are sent to your Pacific College email.
5. All new students and students applying for a Federal Direct Loan for the first time must complete entrance loan counseling before the Financial Aid office will originate loan eligibility. Entrance loan counseling is done online at **studentaid.gov/entrance-counseling**. Students will need their Federal PIN to enter and complete online entrance counseling.
6. Complete a Federal Direct Loan Master Promissory Note online at **studentaid.gov/mpn**.

Applicants will be notified by the Financial Aid office if additional documents are needed. If you would like to know more about financial aid, please contact the Financial Aid office at the campus you plan to attend or visit the Financial Aid web page at **www.pacificcollege.edu/prospective/financial-aid**. Pacific College of Health and Science delivers your refund with BankMobile Disbursements, a technology solution powered by BMTX, Inc. Visit this link for more information: **bankmobiledisbursements.com/refundchoices**.

To view our third-party servicer contract for refund management, visit **www.vibeaccount.com/swc/doc/landing/wiw43s1l6ol21m2hpwfh**

Your Questions Are Important
Entry into the profession of Chinese medicine at any level is an important decision. We respect any applicant who seriously considers it. It is a process that will involve many questions and, hopefully, many answers. Please consider Pacific College of Health and Science a resource in your research of Chinese medicine. We are here to help and answer any questions you may have.

Pacific College of Health and Science's expert staff may be contacted by phone:

San Diego
800-729-0941 or 619-574-6909

New York
800-729-3468 or 212-982-3456

Chicago
888-729-4811 or 773-477-4822

Or via email:

San Diego
admissions-SD@pacificcollege.edu

New York
admissions-NY@pacificcollege.edu

Chicago
admissions-CHI@pacificcollege.edu

T-DAc/T-DAcCHM (Completion) online programs: Admissions-Dac@pacificcollege.edu

For highlights of this catalog, the latest articles about Chinese medicine, pictures of our facilities and Chinese medical techniques, and Pacific Symposium audio files, check out **www.pacificcollege.edu**.

For questions related to nursing programs, please contact:

New York: 800-729-3468 or 212-982-3456 or **admissions-NY@pacificcollege.edu**

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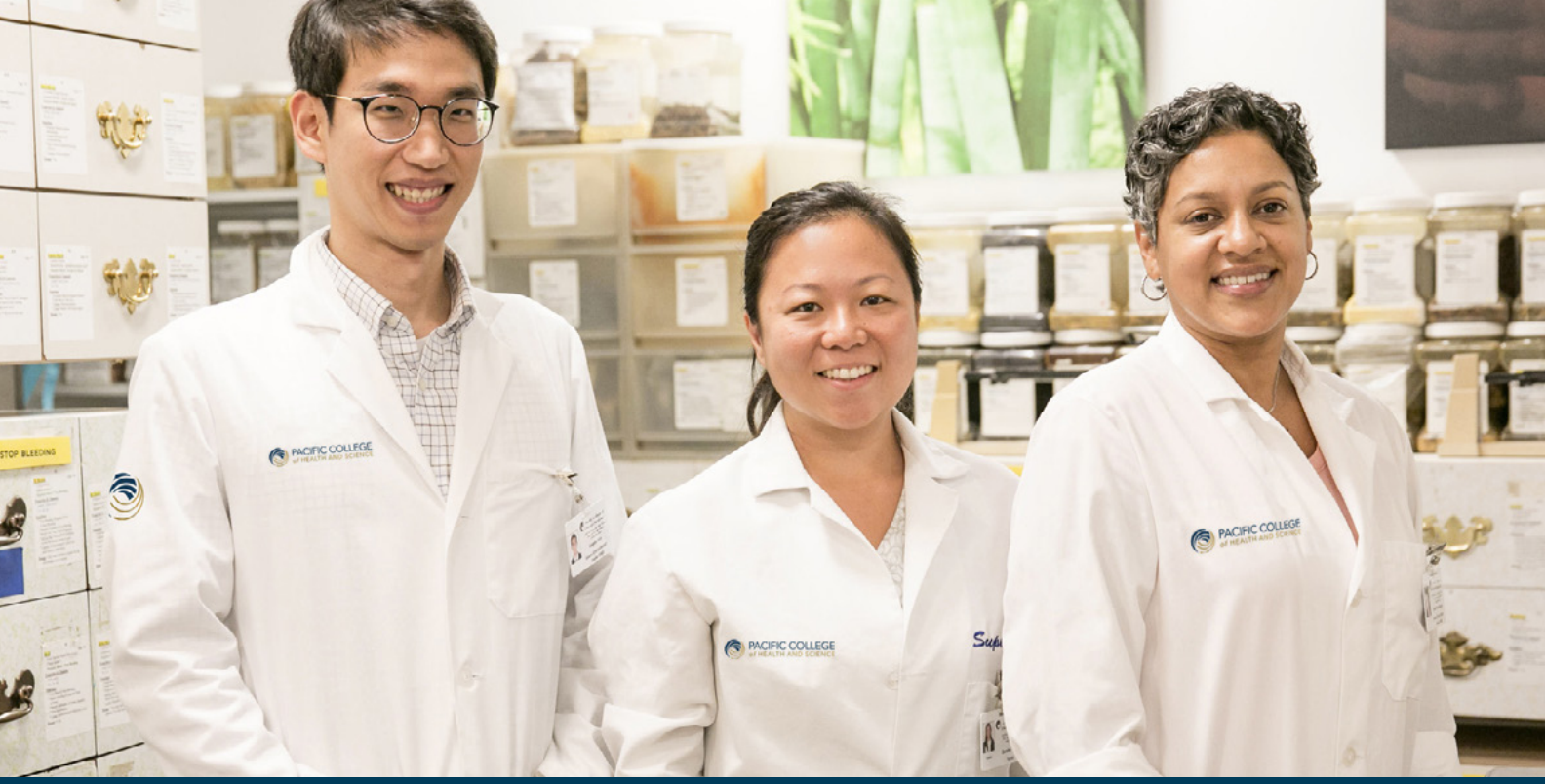

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